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ABSTRACT

This guide was developed to define the role and responsibilities of basic skills instructors in Missouri. The manual contains basic information that should serve as a guide to basic skills instructors as they work with disadvantaged and handicapped students in vocational education programs. It attempts to identify the major concerns of basic skills instructors as determined by a needs survey completed in October 1987. The guide identifies six areas of responsibility for basic skills instructors: identification and assessment; teaching, tutoring, and testing; materials to use in basic skills programs; recordkeeping techniques; meetings and contacts; and counseling, transition, and employment. An overview of each area is followed by a list of questions that might arise along with answers to those questions. Additional resources are listed for each area in order to provide specific information and quick references. In addition, a section on postsecondary education includes information that may meet the needs of that population. A glossary and list of 13 references conclude the manual. (KC)

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BASIC SKILLS INSTRUCTOR MANUAL

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Donna Kearns, Instructor

Jill Williams-Graham, Research Assistant

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INTRODUCTION

At the request of basic skills instructors in the state of Missouri, the Department of Elementary and Secondary Education, Division of Vocational and Adult Education, Vocational Special Needs and Guidance Services asked Missouri LINC to compile a guide to assist in defining the role and responsibilities for such positions in vocational programs. This manual contains basic information which should serve as a guide to basic skills instructors as they work with disadvantaged and handicapped students in vocational education programs. The guide identifies six areas of responsibility for basic skills instructors (BSI). Each area is followed by a list of questions which might arise along with answers to those questions. The manual attempts to identify the major concerns of basic skills instructors as determined by a needs survey completed in October, 1987 by these instructors. Additional resources are listed for each area in order to provide specific information and quick references. In addition, a section on postsecondary includes information which may meet the needs of that population. A glossary and list of references conclude the manual.

THE ROLE OF THE BASIC SKILLS INSTRUCTOR

The basic skills instructor fulfills that role by providing individual or small group instruction in the areas of mathematics, reading, or writing skills essential for the students to successfully complete a vocational education program. This instructor must, for each student: 1) address the specific deficiencies which have been identified through the assessment process; 2) coordinate with the vocational education teacher; and 3) provide services on an individual basis concurrently with the student's enrollment in a vocational program. This is not to imply that a continuing class of basic skills instruction should be provided to a group of students. Instruction should be offered with a maximum of flexibility in scheduling.

It is important to note that the role of the basic skills instructor may vary from school to school – even within a district. This is dependent upon funding and the needs of the particular school district at that time.

The major objective of the basic skills instructor is to enable special needs students to adequately meet the academic requirements of their chosen vocational education program.

The role of the basic skills instructor for the development of this manual, was based on the following survey conducted in the fall of 1987.

BASIC SKILLS INSTRUCTOR SURVEY

A. Please respond to the following items:

1. Indicate number of students enrolled in your school _____.

2. It is an: AVTS _____ Comprehensive High School _____ Other _____

3. Of the special needs students you expect to serve, estimate the number identified as handicapped, and the number identified as academically and/or economically disadvantaged:

   Handicapped _____ Disadvantaged _____ Total Number _____

4. Indicate the "position" of your direct supervisor (i.e., Principal, AVTS Director, etc.): _____

B. Please address the following questions/statements. (Please use additional paper if needed.)

1. How many years have you held your present job as a basic skills instructor? _____

2. What do you view as the major responsibilities of the basic skills instructor?

3. If you feel you are doing something that is outside your role/responsibility as a basic skills instructor, please state:

4. What are the major concerns you have in working with special needs students?

5. Please include information that you feel should be added to the role and responsibilities of the basic skills instructor that have not been addressed by this survey.

C. Please rate the following items in terms of your perception as (1) being an essential component of the Basic Skills Instructor's responsibilities, and (2) as being an area you feel you could benefit from further training.

Use this scale: 5 Very High 4 High 3 Moderate 2 Low 1 Needed		Essential Component	Further Training
1.	Identify students classified as academically disadvantaged.	5 4 3 2 1	5 4 3 2 1
2.	Assess special needs students academic needs through formal and informal methods.	5 4 3 2 1	5 4 3 2 1
3.	Recommend alternative evaluation techniques.	5 4 3 2 1	5 4 3 2 1
4.	Provide individual or small group tutoring for special needs students doing unsatisfactory work in vocational courses.	5 4 3 2 1	5 4 3 2 1
5.	Help special needs students with making up assignments, reviewing classwork or preparing for tests.	5 4 3 2 1	5 4 3 2 1
6.	Provide instruction in study skills: SQ3R study method, note taking and outlining skills, time management, and test taking.	5 4 3 2 1	5 4 3 2 1
7.	Assist special needs students in developing essential math skills.	5 4 3 2 1	5 4 3 2 1
8.	Assist special needs students in developing essential reading, basic spelling, and writing skills.	5 4 3 2 1	5 4 3 2 1
9.	Teach special needs students to use equipment/tools such as calculators, typewriters, rulers, gauges, squares, etc.	5 4 3 2 1	5 4 3 2 1
10.	Coordinate remedial work with requirements in vocational classes.	5 4 3 2 1	5 4 3 2 1
11.	Ensure that vocational and special education curriculums are related to each other.	5 4 3 2 1	5 4 3 2 1
12.	Teach basic safety skills and procedures.	5 4 3 2 1	5 4 3 2 1
13.	Assist in developing computer materials for individual classes and scheduling special needs students to work on computers.	5 4 3 2 1	5 4 3 2 1
14.	Select and purchase equipment and materials.	5 4 3 2 1	5 4 3 2 1
15.	Am aware of the available resources for professionals working with special needs students.	5 4 3 2 1	5 4 3 2 1
16.	Utilize available resources to improve services to special needs students.	5 4 3 2 1	5 4 3 2 1
17.	Maintain records of special needs students' progress in academic and vocational courses.	5 4 3 2 1	5 4 3 2 1
18.	Determine the effectiveness of assessment/programming for special needs students.	5 4 3 2 1	5 4 3 2 1
19.	Conduct self-evaluation of services provided by the Basic Skills Instructor.	5 4 3 2 1	5 4 3 2 1
20.	Examine vocational program achievements.	5 4 3 2 1	5 4 3 2 1
21.	Facilitate development of innovative program/materials.	5 4 3 2 1	5 4 3 2 1
22.	Participate in student staffings and IEP/IVEP meetings.	5 4 3 2 1	5 4 3 2 1
23.	Write goals and objectives for essential vocational skills needed by individual special needs students.	5 4 3 2 1	5 4 3 2 1
24.	Communicate with parents by phone or correspondence.	5 4 3 2 1	5 4 3 2 1
25.	Communicate with regular teachers, special education teachers, or counselors in order to coordinate delivery of services.	5 4 3 2 1	5 4 3 2 1
26.	Attend inservice workshops or professional meetings.	5 4 3 2 1	5 4 3 2 1
27.	Provide input to advisory committees/councils.	5 4 3 2 1	5 4 3 2 1
28.	Consult with school administrators.	5 4 3 2 1	5 4 3 2 1
29.	Help special needs students develop a positive attitude toward themselves.	5 4 3 2 1	5 4 3 2 1
30.	Help special needs students develop a sense of responsibility.	5 4 3 2 1	5 4 3 2 1
31.	Motivate special needs students to learn.	5 4 3 2 1	5 4 3 2 1

LEGISLATION AND ASSURANCES

The basic skills instructor (BSI) is most often funded to provide services to disadvantaged students in vocational programs. This may be at the secondary or postsecondary level, and may encompass a variety of services. These services to disadvantaged students are most recently provided at the directive of the Carl D. Perkins Vocational Education Act (1984) P.L. 98-524. The purposes of the Act are as follows:

- Assist the states to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;
- Assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;
- Promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the states, and in making the vocational system more responsive to the labor market in the states;
- Improve academic foundations of vocational students and aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;
- Provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that state or employment market;
- Assist the most economically depressed areas of a state to raise employment and occupational competencies of its citizens;

- Assist the state to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;
- Improve the effectiveness of consumer and homemaking education and reduce the limiting effects of sex role stereotyping in occupations, job skills, levels of competency, and careers; and
- Authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

Some basic skills instructors are to provide services to handicapped students as well. Certainly, the Carl D. Perkins Vocational Education Act provides for those services. However, legislation has also mandated services to handicapped persons over the past 25 years. Legislation, with regard to handicapped individuals, includes:

The Education for All Handicapped Children Act (1975) P. L. 94-142

1. Ensure that a free, appropriate education be made available to all handicapped children;

2. Assist state and local education agencies in providing this education;

3. Assess the effectiveness of these educational efforts; and

4. Provide handicapped children and their parents with the assurances of due process.

Guarantees

- Due process
- Confidentiality and recordkeeping
- Least restrictive environment
- Planning
- Nondiscriminatory assessment
- Service for ages 5–21
- Individualization

- Appointment of parent surrogate, if necessary
- Children in private settings will receive services

Amendments to the Education for All Handicapped Children Act (1983) P. L. 98-199

1. Additional monies available for program development of early childhood projects;

2. New programs authorized in secondary special education for the development of transition models;

3. Increased support for information dissemination and training for parents of handicapped children; and

4. Greater emphasis on planning, evaluation and accountability to strengthen the provisions in P. L. 94-142.

Vocational Rehabilitation Act (1973) P. L. 98-112 Section 503

Requires that every employer doing business with the federal government under a contract for more than $2,500 take affirmative action to recruit, hire, train, and promote handicapped individuals. Those agencies holding contracts of $50,000 or more and having at least 50 employees are required to develop and maintain an affirmative action program which sets forth policies and practices regarding handicapped employees.

Vocational Rehabilitation Act (1973) P. L. 98-112 Section 504

No otherwise qualified handicapped person in the U.S. ... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The Carl D. Perkins Vocational Education Act (1984) P.L. 98–524 further specifies the following **assurances** must be met by any district in Missouri which accepts monies from the Carl D. Perkins Act to serve handicapped students:

- The eligible recipient will provide equal access to handicapped individuals in recruitment, enrollment, and placement.
- The eligible recipient will provide handicapped individuals equal access to the full range of vocational programs available to nonhandicapped individuals.
- Information will be provided no later than the beginning of the ninth grade year to handicapped students and their parents concerning the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs.*
- The provision of vocational programs and activities for handicapped individuals will be in the least restrictive environment in accordance with the Education of the Handicapped Act (P. L. 94-142).*
- Vocational Education will be a component of the Individualized Education Program (IEP) for handicapped students when appropriate and will be planned through a coordinated effort by appropriate representation of Vocational Education and Special Education.*
- The interests, abilities, and special needs of each handicapped student will be assessed with respect to successfully completing a vocational education program. The assessment process will be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs, and using these results to assist in formulating a realistic vocational plan.
- Special services which may include adaptation of curriculum, instruction, equipment, and facilities, etc., designed to meet the needs identified through the student assessment process will be provided. Emphasis will be placed on mainstreaming handicapped students in regular vocational programs, using such strategies as resource personnel, supplemental staff, resource materials, basic skills instruction, equipment, etc.

- Guidance, counseling, and career development activities will be conducted by professionally trained counselors who are associated with the provision of special services.
- The transition from school to employment and career opportunities will be facilitated through guidance and counseling services. The activities may include the following: preemployment skills training, placement services for entry into the labor market, and guidance services to facilitate the transition to further training.
- Any service and activity submitted for approval will be provided exclusively for the handicapped individuals identified by the definitions. Records on the individuals identified and their assessed needs must be maintained at the local level.
- The eligible recipient will provide the approved service or activity as outlined under the use of funds in the Vocational Planner's Guide (1986) and will adhere to the description regarding the delivery system and personnel requirements.
- The eligible recipient assures that professional staff employed to serve handicapped students will avail themselves of inservice training when notified and their presence is requested by the Vocational Special Needs and Guidance Services Section, Department of Elementary and Secondary Education.

* Not applicable for postsecondary adult individuals.

SOURCE: Vocational Planner's Guide, 1986.

IDENTIFICATION AND ASSESSMENT

Overview

Guidelines used to identify disadvantaged individuals vary from state to state (Sarkees & Scott, 1985). Similarly, guidelines for the identification of handicapped students may vary even from district to district. Basic skills instructors (BSI) are often faced with making the decision as to who is handicapped and who is disadvantaged in order to determine the population they are to serve. Basic criteria to identify these two populations are contained in this segment of the manual, as this is an essential starting point in basic skills programming – determining whom to serve.

The Vocational Planner's Guide for the Carl D. Perkins Vocational Education Act of 1984 (1986) states the following assurance related to the assessment of the disadvantaged:

"The interests, abilities, and special needs of each disadvantaged student will be assessed with respect to successfully completing a vocational education program. The assessment process shall be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs and using these results to assist in formulating a realistic vocational plan" (p. 10).

Page three of the Guide mandates the same procedures for assessment of handicapped students' potential for successful vocational education programming.

Basic skills instructors are faced with these concerns and many others relating to the identification and assessment of special populations. The following section of this manual addresses some of the underlying questions relating to these processes.

What is Basic Skills Instruction?

Taken from the Vocational Planner's Guide, developed by the Missouri Department of Elementary and Secondary Education in July, 1986, basic skills instruction includes instruction in mathematics, reading, and writing skills essential for the student to successfully complete a vocational education program. This basic skills instruction must, for each student, address the specific deficiencies which have been identified through the assessment process, be coordinated with the vocational teacher, and be provided on an individual basis concurrently with the student's enrollment in a vocational program. If similar basic skills deficiencies can be identified for multiple students, group instruction may be provided, so long as the instruction targets specific skill building as related to the identified deficiencies and the specific vocational program in which the student is enrolled. By no means should this imply that a continuing class of basic skills instruction should be provided to a group of students. Instruction should be provided with a maximum of flexibility of scheduling.

Does the Basic Skills Instructor Work with Handicapped or Disadvantaged Students?

The basic skills instructor might work with handicapped and/or disadvantaged students. This is determined by the type of funding the school receives for the position. If a Basic Skills Instructor is funded for disadvantaged and handicapped he/she would serve both populations. If the funding is just for disadvantaged, then the Basic Skills Instructor would serve the disadvantaged population.

In order to determine who should be served, consult the immediate supervisor or whomever writes the proposal for the basic skills instructor position in the school's annual grant proposal. The funding might even vary from year to year. If it is still not clear which population is eligible for services, contact the Division of Vocational and Adult Education, Vocational Special Needs and Guidance Services.

Who is Responsible for Identifying Academically Disadvantaged Students?

The actual identification process may be completed by any of a number of people within a school setting. Depending on the services available, a student may be identified by the counselor from the sending school when the student enrolls in a vocational class. Counselors perform this task by following state guidelines for academically disadvantaged (see Resources). In order for this to happen, an open line of communication must be in place. Others who might identify academically disadvantaged students include vocational special needs counselors, vocational and regular education teachers, vocational counselors, or basic skills instructors. Vocational instructors might complete a referral form for any student failing the vocational class.

Who is Responsible for Identifying Handicapped Students?

Each handicapped student must have a current IEP in place in order to receive special education as well as Carl D. Perkins services. This student would be identified by the special education teacher, the VRE, the vocational special needs counselor, or the sending school counselor. The basic skills instructor may have to ask those who work with the student to determine whether he/she is handicapped. Ideally, the student would be identified prior to enrollment in a vocational class, and the information would be passed on to the BSI.

How Can the Basic Skills Instructor Identify Disadvantaged Students in Vocational Classes?

According to the Vocational Planner's Guide (1986), "the term disadvantaged means individuals (other than handicapped individuals) who have economic and academic disadvantages and who require special services and assistance in order to

enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency (LEP), and individuals who are dropouts from, or who are identified as potential dropouts from secondary school" (p. 8).

Students who require basic skills instruction in order to successfully complete a vocational education program may be from any of these disadvantaged categories. A student may be economically disadvantaged, but may not qualify as academically disadvantaged. In the same manner, LEP students may qualify as academically disadvantaged, though not all LEP students will be academically disadvantaged.

Any student not having a current IEP might qualify as academically disadvantaged. The same procedure for identifying disadvantaged students should be applied to make this determination.

In order to qualify as academically disadvantaged, an individual must:

- Score below the 25th percentile on a standardized achievement or aptitude test
- Obtain secondary school grades below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) OR Fail to attain minimal academic competencies.

This does not include individuals with learning disabilities (Vocational Planner's Guide, 1986, p. 9).

How Can the Basic Skills Instructor Determine a Student's Academic Needs?

Students receiving assistance from the Basic Skills Instructor should receive instruction in mathematics, reading, and/or writing skills essential for the student to successfully complete a vocational education program. The instruction must address specific deficiencies which have been identified through an

assessment or other means. Coordination with the vocational teacher is important.

Methods of determining the needs of academically disadvantaged include:

- Talk with the instructor regarding each student's progress and areas of concern. Find out what the instructor's lesson plans and assignments include. If assignments include performance of a task previously identified as deficient for a student, intervention from the Basic Skills Instructor may be necessary.
- Talk with the student to determine which areas are presenting difficulty.
- Review the academic records to help identify specific classes the student has had difficulty completing. This may indicate an area (such as math or language skills) which may need to be addressed with the assistance of the BSI.
- Formal and informal assessment may also be necessary to more clearly identify the areas to be addressed (see Resources.)

What Assessment Techniques (Both Formal and Informal) Can the Basic Skills Instructor use to Determine a Special Needs Student's Academic Strengths and Weaknesses?

There are a number of formal instruments on the market to assess academic needs of students. Before assessing, however, a determination should be made as to what information is desired from the assessment and how it is going to be used to assist the student.

The Career Assessment Instrument Resource Guide: A Manual for Assessing Vocational Special Needs Students (developed at Missouri LINC) identifies a number of assessment instruments which might be considered when determining a student's level of functioning.

To determine a student's learning styles, the instructor might utilize one of these instruments:

C.I.T.E. Learning Styles Instrument
Learning Style Inventory
Instructional Styles Inventory

To determine math levels, a basic skills instructor might choose one of the following assessment devices:

Key Math Diagnostic Arithmetic Test
Test of Mathematics Ability
Stanford Math Test
Test of Achievement in Basic Skills

Reading and Language Arts might be assessed through the use of:

Test of Reading Comprehension
Woodcock Reading Mastery Tests
Test of Adolescent Language (TOAL)
Test of Achievement in Basic Skills (TABS)

In order to determine a student's level of career development the instructor should refer the student to the counselor who might use one of the following:

Career Occupational System (COPsystem), Form P
Life Centered Career Education Inventory
Career Awareness Inventory
Reading-Free Vocational Interest Inventory
Self-Directed Search

Ongoing in every school is curriculum-based assessment which relates to quizzes, unit tests, and semester exams. Teachers are involved in "informal" assessment on a daily basis through this information. The teachers of a particular student can offer some very valuable information regarding a student's level of functioning in a specific area.

Resources

- Identification of the Disadvantaged
- Referral Log Sheet
- Letter for Referral of Students for Basic Skills Instruction
- Individual Student Referral
- Assessment Results
- Basic Skills Instruction Approval Form

TITLE: IDENTIFICATION OF THE DISADVANTAGED

University of Missouri-Columbia
401 East Stewart Road
Columbia, MO 65211
(800) 392-0533 (in Missouri only)
(314) 882-2733

ABSTRACT: Information is given on identification and characteristics of disadvantaged students and the requirements of the Carl Perkins Act in relation to these students entering vocational education classes.

IDENTIFICATION OF THE DISADVANTAGED

Overview

Whether they live in the inner city or rural America, disadvantaged youth face many severe problems. The difficulties of daily living are overwhelming. Studies indicate that socioeconomic status, large family size, overcrowded living, and rural isolation are related to delinquency, poor educational attainment and behavior problems in school. These problems have led to alienation from the educational mainstream, dropping out of school, unemployment and poverty.

There are no easy solutions to the problems of the disadvantaged. Legislation has addressed the needs of the disadvantaged but, despite these attempts, enrollment by disadvantaged individuals in programs that could benefit them is low. The current plight of the disadvantaged may get worse as graduation requirements increase and the need for technical skills escalates. The need for early identification and placement in appropriate programs is vital. (Wircenski, 1985).

Frequently Asked Questions

Q. WHO ARE DISADVANTAGED STUDENTS?

A. Disadvantaged students are those individuals (other than handicapped) who have economic or academic difficulties which require special services and assistance to enable them to succeed in vocational education programs. This includes individuals who are:

- Members of economically disadvantaged families;
- Migrants;
- Individuals with limited English proficiency; and
- Dropouts or identified potential dropouts from secondary school.

The following criteria is used to identify academically and economically disadvantaged and limited English proficient individuals:

Academically Disadvantaged

- Scores on a standardized achievement or aptitude test are below the 25th percentile.
- Secondary school grades are below 2.0 on a 4.0 scale.
- Minimal academic competencies are not attained.

Economically Disadvantaged

Individuals with low income determined by data such as:

- Aid to Families with Dependent Children (AFDC).
- Free or reduced lunch.
- Pell Grant.

Limited English Proficiency

- Not born in the United States.
- Whose native language is other than English.
- From environments where a language other than English is dominant.
- American Indians and Alaskan native students from environments where a language other than English has a significant impact on their level of English language proficiency (Federal Register, Friday, August 16, 1986).

Q. WHAT ARE CHARACTERISTICS OF A DISADVANTAGED STUDENT?

A. Disadvantaged students often have problems participating in educational programs. The background of the student is often the greatest contributor to the problem. Disadvantaged students do not have the same opportunities as other students and therefore lack experiences on which to build a solid educational foundation. Some of the typical characteristics of disadvantaged students as identified by Sarkees and Scott (1985) are:

- poor foundation in basic skills (reading, math, communication skills);
- low educational levels;
- low aspirational levels;
- high rate of absenteeism;
- rebellious attitudes;
- poor health and nutrition;

- negative attitudes toward school, authority, and the law;
- lack of job-seeking and job-retention skills;
- lack of exposure to career development information and related activities;
- lack of worker role models;
- no provisions for home study;
- lack of encouragement from parents regarding educational progress or goals;
- home environment that may be affected by hunger, unpaid debts, alcoholism, drug addiction, and/or overcrowded conditions (environment detrimental to self-growth and development);
- low self-esteem;
- language as a barrier to communication in school (low vocabulary and concept development);
- lack of communication between teachers and parents;
- lack of basic needs (food, safety, belongingness);
- poor economic conditions; and
- lack of access to transportation.

Q. WHAT ARE THE GUIDELINES FOR IDENTIFICATION OF A DISADVANTAGED STUDENT?

A. The guidelines used to identify disadvantaged individuals vary from state to state (Sarkees & Scott, 1986). The criteria to be kept in mind is that the disadvantaged student cannot succeed or cannot be expected to succeed in a regular vocational program without assistance. Vocational teachers are becoming more familiar with the needs of special needs learners and their associated learning problems. Through better understanding of the learning problems involved, more success and satisfaction can be achieved by the student and teacher.

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Referral Log Sheet

Date	Referred by	Student	Program	Reason

REFERRAL OF STUDENTS FOR BASIC SKILLS INSTRUCTION

TO: Any School Staff

FROM: Basic Skills Program

DATE: April 8, 1988

SUBJECT: Referral of students for dropout prevention

School counselors and administrators are in the process of screening students for the coming school year who may need basic skills assistance. We are looking for students who fit all or some of the following criteria:

- underachieving
- poor attendance
- significant difficulties with math and/or reading
- evidence of emotional problems (low self-esteem, disruptive, etc.)

Please list below the students you feel meet these criteria and would benefit from an intervention-type program. Describe any additional criteria which you feel warrants special consideration.

PLEASE RETURN THIS TO THE GUIDANCE OFFICE BY MAY 1, 1988.

Thank you for your assistance and cooperation.

Student	Criteria	Grade
1.		
2.		
3.		
4.		

NOTE: In some schools this form is being used to identify students in need of special services, basic skills instruction, etc.

INDIVIDUAL STUDENT REFERRAL

Submit one referral sheet per student.

TO: Vocational Instructor

FROM: Basic Skills Instructor

I would like your assistance to help _____ (student) who is experiencing difficulty in my class and appears to need the following help.

___ Study Skills	___ listening skills ___ notetaking ___ taking tests ___ setting up study environments ___ other _____
___ Reading	___ have test read to me ___ use the tapes ___ speed reading ___ other _____
___ Writing	___ help with writing assignments ___ improve writing skills ___ other _____
___ Math	___ measurement ___ fractions ___ decimals ___ computing feet and inches ___ other _____

COMMENTS:

NOTE: This form might be provided to vocational instructors for individual student referrals.

ASSESSMENT RESULTS

NAME: _____ VOC. PROGRAM: _____

ACHIEVEMENT
TABE, Level ___

	Reading		Language	
	Voc.	Comp.	Tot.	Mech & Expr. Spell
Pretest-Date				
Posttest-Date				
Gain/Loss				

ITBS	Stand. Score	Percentile	Grade. Equiv.
Pretest-Date			
Posttest-Date			
Gain/Loss			

Other:

APTITUDE
GATB Date:
Comments:

ASVAB Date:
Comments:

Other:

INTEREST INVENTORY
COPS Date:
Comments:

Other:

SPECIAL SERVICES
Describe:

BASIC SKILLS INSTRUCTION APPROVAL FORM

Dear Parent:

During the school year, your son/daughter will be provided the opportunity to attend the Basic Skills Instruction program located in the _____ Area Vocational Technical School. The program is designed to provide educational assistance to the student who is not succeeding in the traditional classroom setting.

Weekly reports will be given to the vocational instructor concerning your child's progress.

Below is a permission statement that needs to be returned in order for your son/daughter to take advantage of this opportunity. If you should have any questions please call me at (xxx) xxx-xxxx, ext. xxx.

Sincerely,

.
.
.

****

I agree that my son/daughter may attend the Basic Skills program and I will encourage success.

_____ _____

Student Name Parents Signature

_____

Date

TEACHING, TUTORING, AND TESTING

Overview

The major objective of the basic skills instructor (BSI) is to enable special needs students to adequately meet the academic requirements of their chosen vocational education program. This is often done through teaching, tutoring, and/or testing students in vocational classes.

The basic skills instructor must work closely with vocational instructors in order to tailor interventions to the needs of each student in vocational courses. Appropriate interventions in reading, writing, and/or math skills which relate to the vocational curriculum form the foundation of the basic skills program. Teaching study skills as well as test taking skills may also be necessary. This section of the manual attempts to offer some suggestions for helping the special needs student learn and study in order to become successful.

How Can the Basic Skills Instructor Assist Special Needs Students in Developing Essential Reading, Basic Spelling, and/or Writing Skills Related to Vocational Programs?

Students in vocational classes who are not reading at the grade level of the material being used in that class, may need the assistance of the basic skills instructor (BSI). Some techniques which might be utilized in order to assist these students with reading, writing, and spelling include the following:

- Evaluate the readability (reading level) of all chapters of each instructor's text, manuals, or handouts.
- Have on hand extra reading materials which supplement the reading and writing lessons of the class.
- Request that all publishing or printing companies rate their materials at a reading level in order for you to help make selections of appropriate materials for courses.
- Have audio recordings of texts available.
- Develop study guides to coincide/supplement the class assignments.
- Develop vocabulary cards for students to review new terminology.
- Enlarge print if necessary for clearer reading.
- Develop materials similar to the class materials which are on a lower readability level.
- Color code materials. For example: highlighting vocabulary words in green, definitions in pink, and facts and important information in yellow may be helpful.
- Encourage the student to dictate what he/she knows about a particular unit. Give the student a written copy to read what was said.
- Establish a peer tutoring program in order to help students learn and have someone to refer to when the BSI is not available.
- Develop practice materials for use on a computer.

How Can the Basic Skills Instructor Assist Special Needs Students in Developing Essential Math Skills Related to Vocational Programs?

Most vocational classes include some mathematics. Depending on the skills the student needs to acquire for a particular class, the basic skills instructor might attempt some of the following strategies:

- Evaluate the basic skills for each math program and determine the essential information a student needs to complete those computations.
- Utilize hands-on instruction whenever possible.
- After demonstration, explanation, and practice, allow the student to demonstrate to you how to perform a math concept (i.e., how to read the micrometer).
- Use peer teaching whenever appropriate.
- Highlight columns to indicate numbers to be added, subtracted, multiplied, or divided.
- Make up "raps" to teach a skill to a student -- such as when teaching basic division say, "divide, multiply, subtract and bring down". Snap your fingers to a beat and teach students to use the rap to remember the sequence of steps.
- Use specially lined paper to help students align numbers properly.
- Use mnemonics or word associations to help students remember how to solve a problem.
- Break problems down into smaller parts so students can "see" how to complete them one step at a time.
- Teach students to repeat steps or directions and then say the problem and procedures aloud as they work.
- Utilize the computer for drill and practice when appropriate. Computers might also be used to introduce a lesson or reinforce a skill previously presented.

How Can the Basic Skills Instructor Provide Individual or Small Group Tutoring for Special Needs Students Doing Unsatisfactory Work in Vocational Classes?

The Vocational Planner's Guide states that ... "group instruction may be provided so long as the instruction targets specific skill building as related to the identified deficiencies and the specific vocational program in which the student is enrolled" (p. 11). Keeping in mind the learning style (individual or group) of the student, the BSI might want to utilize some of the following suggestions:

- Coordination with vocational instructors is very important. If possible, obtain a copy of the teacher's lesson plans for the week or month and identify through the plan which lessons or skills within the lesson might give a particular student or group of students difficulty. Talk with the instructor about appropriate times to meet with the student.
- Students might be pulled from their Study Hall or Resource Room for tutoring or small group lessons for those identified deficient areas.
- With approval of the vocational instructor, plan a lesson you might assist with in the classroom which would enable special needs students to acquire the basic skills previously identified as a deficient area.
- Ask students how you could best help them or what time of the school day might best fit their schedule.
- Some students will need consistent intervention. Weekly or perhaps even more often, the BSI might check with each student to determine his/her needs.
- Volunteers from agencies or peer tutors may be utilized to assist in teaching some of the basic skills which students need to acquire.
- Some basic skills which need reinforcement might be best accomplished via computers. Early development of programs which teach specific skills related to vocational classes may assist students.

- Individual Learning Packets which the students might take with them may be the only way to help students who come from sending schools and are not available during the vocational class time. It may be helpful to contact parents to assist students with the packets as they are sent home.

How Can the Basic Skills Instructor Provide Instruction in Study Skills?

The disadvantaged or handicapped student may lack basic organizational and study skills. It may be necessary to teach these skills before going on to basic academics. By providing or requiring the student to provide a three-ring binder, the BSI can help the student to organize papers. The three-ring binder might include such useful items as a monthly calendar, pencil holder, folders with pockets, weekly assignment sheets, notebook paper, and copies of study techniques.

Study techniques such as the SQ3R method may prove very helpful when working with special needs students. SQ3R stands for Survey, Question, Read, Recite, and Review. This is a good way to introduce a unit, to review a unit, or to prepare for tests (Study Skills Program, Level II).

Developing an effective study guide may be very helpful in order to assist students to increase comprehension of the work assigned. To develop a study guide, the BSI should first read the selection and then list the important information and concepts within. Check with the vocational instructor to ensure proper information is covered in the study guide. Next develop broad questions that focus on the main ideas of the selection and ask the students to try to fill in the details in order to explain those main concepts. This can help to outline the topic, organize information that was disjointed for some students, and help students study for tests. It is also helpful for a student who has difficulty taking notes. The student might answer some of the questions by skimming the materials without having to read each word. A study guide might include questions which would:

- Help the student identify the important information and concepts in the reading assigned. For example: What is this chapter about? Why do you think we should study about the electrical system of the car?
- Clarify for the student specific concepts or terms. For example: What is the breaker point? Where is it located?
- Assist the students to infer meaning. For example: When the car makes ---------- sounds, we can assume that _____ needs to be checked.

Other types of questions which might be asked include judgmental questions and questions which ask for a student's own experiences to support answers.

Other ways to assist special needs students who wish to improve their study skills include:

- Practice giving and taking notes with students. Encourage students to take notes from taped or videotaped lectures. Review notes with students to help identify missing facts.
- Teach students notetaking techniques such as learning to abbreviate, outlining, mapping, summarizing, and copying from the board. (See Study Skills Program, Level II, for more information.)
- Discuss when (time of day) and where (locations in school and home) to study most effectively.
- Practice taking tests with students to help them improve their ability to complete tasks in a given period of time and make logical choices.
- Help students improve their memory through the use of mnemonics, acronyms, etc.

How Can the Basic Skills Instructor Help Special Needs Students with Making Up Assignments, Reviewing Classwork, or Preparing for Tests?

Basic skills instruction is to be coordinated with the vocational instructors. The first step in the process of making up work

or preparing for tests is to establish contact with the vocational instructor regarding the work to be performed. Suggestions of ways to accomplish this task might be to:

- Ask each vocational teacher for a copy of his/her lesson plans for the upcoming week. Do this on the previous Thursday or Friday. When you receive the plans, make copies for the student's special education teacher, if appropriate. A copy for parents may also be appropriate. Then schedule the time to be spent with the student in order to complete the work necessary. (See Resources: Sample Weekly Lesson Plan and Weekly Assignment Sheet.)
- In order to help students prepare for tests, it is beneficial to work with the vocational instructors regarding the test **before** they are given. Tests may need to be re-written to fit some students' learning/testing styles. Discuss and decide this with the instructor. It may be beneficial to obtain copies of all the tests to be used for each unit as the teacher begins a new one, in order to direct the students' attention as they study the information.
- If weekly progress checks are not possible, another method might be to check with the instructor every other week or once a month to record student progress. This may not provide information which can be used as too much time may have passed for the student to catch up.
- Visits to the classroom might allow you to see what the instructor is doing, and decide if the students served will need extra help.
- Ask the students when tests are scheduled.
- Ask instructors to drop 3 X 5 cards in your box. The cards might be red to alert the BSI to a "red flag emergency" in a specific class. You could then go in the classroom to see who needs help.
- Ask instructors to fill out a "needs" form. This form could indicate any students who need help and in what areas.

How Can the Basic Skills Instructor Teach Special Needs Students to Use Equipment/Tools Such as Calculators, Typewriters, Rules, Gauges, Squares, Etc.?

Often special needs students benefit from hands-on experience with equipment. The basic skills instructor needs to have on hand the equipment a student needs to manipulate in a particular vocational class. The above mentioned tools along with microcomputers, and others may be borrowed from instructors or the BSI program may need to purchase them.

Instruction in the use of this equipment may actually take many forms. The BSI might:

- Demonstrate and explain equipment use.
- Allow the students to have hands-on experience.
- Use appropriate films/filmstrips to further demonstrate then use the materials to point out differences in techniques.
- Videotape the instructor's presentation of the techniques for students to review.
- Use peer tutoring/teaching.
- Provide lots of opportunities to practice for a purpose – making the lesson functional.

If materials need to be adapted to meet particular students' needs, rewriting may be the answer. Rewriting may seem a little difficult at first, so start small. Rewrite one or two paragraphs before a chapter. Advanced or interested students often enjoy the task of rewriting materials. They are excellent resources. Solicit their help whenever appropriate. Rewriting instructional materials is worth the effort. It is extremely rewarding to provide students with readable materials. The following are guidelines for rewriting:

- Read the article or textbook passage and jot down the main ideas. Keep it short and to the point.
- Make a list of the specialized vocabulary and important concepts that are difficult. This information can be made

into a study guide or audio cassette and presented to the students before the revised reading materials are presented.

- Rewrite the materials following these rules:
  1. Use simple words. (Avoid multi-syllable words whenever possible.)
  2. Use common nouns.
  3. Underline proper names. Alert students to these names beforehand.
  4. Use simple sentence construction and present tense verbs as much as possible.
- Reread the original to ensure that correct concepts are still there.
- Check the reading level of the rewritten material with a readability formula. The new reading level should approximate the students' reading ability.
- Type the rewritten material in the largest type available. Leave wide margins. Encourage students to use this space for notes or questions (Boyer-Stephens, 1987, p. 117).

Students may often have specific problems which require adaptations other than rewriting materials. The following chart lists specific problems students may have and strategies instructors may use to adapt to those problems.

PROBLEM	ADAPTATION/STRATEGIES
	Enlarge Print
Visual Perception Visual Skills for Reading Behavior	Retype materials on primary typewriter Utilize individual magnifying glasses Project material on wall using opaque projector
	Reduce Distraction on Page
Visual Perception Visual Skills in Reading Spelling Computation Behavior Arithmetic Readiness Problem Solving	Reduce problems or items on page Frame specific items on page Cover area on page to reduce items

PROBLEM	ADAPTATION/STRATEGIES
Enlarge Space in Which Student Responds	
Visual Perception Handwriting Motor Behavior	Provide separate answer sheet with adequate space for response Provide blackboard for written response
Color Code Material	
Visual Skills in Reading Reading Comprehension Spelling Memory Perception Problem Solving Computation Behavior	Color code topic sentence in reading text and supporting sentences in another color Color code directions, examples, and problems in different colors Color code math symbols (= + – x) for easy recognition Provide blackboard for written response
Utilize Arrows for Directionability	
Visual Perception Visual Skills in Reading Spelling Handwriting Motor Perception Arithmetic Readiness Computation Behavior	Provide arrows as cues for following an obstacle course Provide arrows at top of worksheet or tape on desk as a reminder of left to right procession in reading or writing Utilize arrows to indicate direction of math operations on number line
Modify Vocabulary	
Reading Comprehension Inner Language Receptive Language Problem Solving Behavior	Rewrite directions in workbook Provide vocabulary list with synonyms or simplified definitions Instructor gives information or directions simplified terms
Tape Record Material	
Reading Comprehension Auditory Skills in Reading Auditory Perception Receptive Language Memory Problem Solving Behavior Arithmetic Readiness Computation	Record directions for learner to refer Record Test-Learner response verbally or written Record passage; learner follows written text

(Vocational Resource Educator Handbook, 1987, p. 118)

What Recommendations Can the Basic Skills Instructor Make to Instructors and/or Students Regarding Evaluations and Evaluation Techniques?

Some special needs students may need special evaluation techniques. We need to always keep in mind what our goal is in evaluation. Are we testing to determine if they can accurately perform a task or to see if they can write how to perform a task and spell all the words correctly?

- Evaluate performance or understanding through projects or product designs.
- Evaluate accomplishments by adding in points for attendance. This encourages responsible behavior.
- Evaluate knowledge by using recognition of terms (matching, multiple choice, ordering) instead of recall (short answer, essay).
- For students who have difficulty reading or writing, allow the student to tape answers or let the Basic Skills Instructor write in answers from the student's dictation.
- Keep language on tests simple.
- For fill-in tests, supply a list of words to choose from.
- When giving multiple choice tests, the longer components should be on the left.
- Use progress charts so students can see their progress.
- In some instances it may be useful to utilze a peer grading system (see Resources).
- Grade through a contract. Students might contract for a grade by reaching a set level of performance.
- Use performance rating sheet or performance contracts (see Resources).
- List steps to accomplish tasks so students can check off each level and assure they are completing each in sequence.
- Omit evaluations which requires a time element if possible.
- Allow oral instead of written reports for the oral expressive learner.

- Consider giving take-home tests.
- Grade on a pass/fail basis.
- Allow students to re-take tests or alternate versions of tests.
- Allow points for accomplishment of goals completed with the BSI.

To assist the basic skills instructors in providing vocational teachers with alternatives to grading special needs students, the following may be utilized:

Grading Practice	Description
Letter or Numerical	traditional system of giving the student a mark of A, B, C, D, and F or 1, 2, 3, 4, and 5 to demonstrate relative level of performance on unit or course of study.
Pass/Fail or Credit/No Credit	criterion-based measurement system which permits the individual teacher to indicate that the student has either met or not met previously determined standards.
Checklist	criterion-based measurement system which has the instructor check student's progress against a predetermined list of needed skills or completion of specific tasks.
Contracts	student and teacher agree to assign a mark based on predetermined goals and objectives which the student will reach during the instructional period; the goals may be written in conjunction with the special education teacher/consultant.
Letters to Parents	a written report provided to the student or parents to give narrative information about the student's performance.

(Integrating Secondary Handicapped Students, 1980)

Sarkees and Scott (1986) list the following as characteristics of effective grading systems:

- Be fair to each student, that is, base the grade on each student's capabilities and achievement level,

- Accurately reflect the competencies developed,
- Design grading to enhance the student's self-concept,
- Include the multiple grading factors of student effort, progress, and achievement,
- Address both quality and quantity of work performed,
- Be easily understood by students, parents, and other teachers,
- Provide for student involvement in evaluating work and determining grades,
- Be flexible to accommodate the changing needs of students,
- Be designed to encourage students to accept more responsibility for their own learning and accomplishments,
- Ease the teacher's burden at determining grades,
- Be designed to assist in cooperative planning activities,
- Be continuous so students can assess their progress in relation to predetermined goals and objectives,
- Be consistent with school system grading policy (p. 350).

The grading system used by instructors should be tied closely to the evaluation methods used to measure student progress. For example, if a student is given daily points for proper clean up of the work area, these points should become a part of the grade. If grading procedures for a disadvantaged or handicapped student are different from the other students the grading system to be used should be written into the IVEP or IEP.

How Might the Basic Skills Instructor Assist the Vocational Teacher in Teaching Basic Safety Skills and Procedures?

Many vocational classes begin the year by teaching students basic safety skills necessary for that particular class. Meet with the teachers of each class ahead of time to establish ways in

which the BSI might assist the special needs students. The BSI might try some of the following:

- Assist the instructor in re-writing the test or parts of the tests which might need modification for the special needs student.
- Tape record the test for the students who would be penalized for their lack of reading skills.
- Help the teacher to define the objectives to be taught so you might begin to understand the unit, its goals, and how you can help.
- Develop a number of methods to be utilized when teaching students with various learning styles.
- Put together study guides for the special needs students.
- Highlight handouts or other reading material which the teacher might utilize.
- Gather materials which might help with the lessons to be taught.
- Practice the safety skills with the students in a one-to-one situation if necessary.
- Notify the parents of the need for the students to learn these safety skills. The BSI might even send them a list of objectives for the parents to discuss with their son/ daughter to reinforce the learning of those basic (but important) skills.
- Invite someone from the fire department or other safety-conscious group to speak to the class about the need for safety and how to prevent problems or hazards.
- Work with students to develop a bulletin board display regarding safety and first aid tips for the vocational school. One student from each class could be assigned or selected to help with the project as a total school activity.
- Help role-play with the students how to handle emergency situations if they should arise.
- ACCESS SKILLS: Employability & Study Skills Assessment and Curriculum Guide (LINC publication) has suggestions for teaching safety as well.

Resources

- Sample Performance Contract
- Performance Rating Sheet
- Student Weekly Progress Report for Vocational Class
- Directions and Suggestions for Using Peer Grading
- Weekly Progress Report

SAMPLE PERFORMANCE CONTRACT

I, _____, agree to do the following in order to remain in my Microprocessor class.

1. Attend daily and be on time
2. Be neat and clean in appearance
3. Keep up on daily assignments
4. Maintain a grade of "C" or better
5. Get along with co-workers and instructor:
   A. not interrupt
   B. ignore co-worker teasing
   C. accept help from both instructor and co-workers
   D. be polite, with good manners
   E. keep working the entire period
6. Review this contract every Thursday with _____ after class
7. Begin work on job seeking skills with _____

In reviewing this contract weekly, I need to have performed the above items at the level of acceptance by the instructor and the Basic Skills Instructor. If I fail in any area, a weekly grading contract will be developed.

_____
DATE

_____ , Student

_____ , Instructor

_____ , BSI

_____ , Asst. to the Director

NOTE: Any contract used should be specifically designed based on the concerns and reinforcers needed by that particular student.

PERFORMANCE RATING SHEET

Charge a Battery

Assessment: Rate the student's level of performance on each of the following performance components involved in charging an automobile storage battery. Indicate the student's level of accomplishment by placing an "X" in the appropriate column under the Level of Performance.

Level of Performance

The Student:	0	1	2	3	4
1. Tested the battery . . .					
2. Cleaned the battery . . .					
3. Followed the correct procedure . . .					
4. Followed the safety practices . . .					
5. Cleaned and returned all tools . . .					
The Battery:					
6. Showed a full state of charge . . .					

Level of Performance

All items must receive Good or Excellent responses. If any item received a None, Poor or Fair response, the learning experience (or part of it) must be repeated. Discuss this with your teacher.

0	1	2	3	4
U	D	C	B	A

NOTE: For vocational instructor use.

SOURCE: Sarkees, M., & Scott, J. (1982). Vocational special needs. preparing T & I Teachers. Alsip, IL: American Technical.

STUDENT WEEKLY PROGRESS REPORT FOR VOCATIONAL CLASS

Name_____ Date_____ Class_____

To the Parent: In order for parents to know the success their child is having in vocational classes, I am initiating this weekly report. I hope that if you are concerned you will contact me. The following is a report for the week given above based on the type of work your child has completed.

I. ATTENDANCE

1. Absent this week..... ( ) # of days ____
2. Tardy this week .... ( ) # of days ____

II. CLASSROOM BEHAVIOR

1. Pays attention in class..... ( )
2. No backtalking or refusal to do tasks..... ( )
3. Good eye contact..... ( )
4. Polite and respectful to co-workers..... ( )
5. Polite and respectful to supervisors..... ( )

III. INDIVIDUAL GOAL

1. Met individual goal..... ( )
2. Did not meet goal..... ( )

IV. INITIATIVE

1. Looks for things to do..... ( )
2. Usually works well independently..... ( )
3. Needs supervision, reminders to stay on task..... ( )
4. Is ready to go to work immediately and after breaks. ( )

V. QUANTITY AND QUALITY OF WORK

1. Satisfactory output..... ( )
2. Just enough to get by..... ( )
3. Wastes time..... ( )
4. Accurate work consistently..... ( )
5. Occasional errors..... ( )
6. Many errors in work..... ( )

VI. SAFETY & GROOMING

1. Wears safety glasses at all times..... ( )
2. Wears coveralls at appropriate times..... ( )
3. Works safely..... ( )
4. Keeps tools and work area clean and neat..... ( )
5. No horseplay..... ( )

VII. ASSIGNMENTS

1. Always does assigned tasks..... ( )
2. Usually does assigned tasks..... ( )
3. Rarely completes assigned tasks..... ( )

AT THIS TIME, THE STUDENT IS: _____ Passing _____ Failing

NOTE: For vocational instructor use.

DIRECTIONS AND SUGGESTIONS FOR USING PEER GRADING

General Information

1. The attached goal sheet has sample goals for students to reach. These should be individualized by the teacher and what he or she expects from the class. The "Individual Goal" at the top of the sheet is for each individual student to determine (with teacher and/or peer help). It is usually something the student needs to improve, such as: speaking in a clear voice, making only positive remarks to others, maintaining eye contact when speaking, keeping hands to self, demonstrating initiative, etc.

2. Explain to the students that points can be earned each week by demonstrating these skills in class or the shop. (Specify number of points.)

3. Set aside 1 day per week and perhaps a time limit (with 10-12 students this may take 1-1 1/2 hours). Initially, the process will take longer, but as students get used to it, a "5 minute" limit can be set per student. This limit will help students organize their thoughts.

4. The teacher may or may not want to participate as a member of the group, and be "graded" by the students. It is not necessary to do this, but a teacher obtains many insights if he or she is open to criticism and feels comfortable with the group.

5. Sometimes it is easier to get the group started if two teachers are present. When negative feedback is given to students another teacher might help to diffuse negative statements and help students handle this feedback. Eventually other students will do this, but initially they may tend to protect each other.

6. If a group is not progressing in terms of being able to evaluate themselves and each other realistically, a second teacher or resource person should be asked to observe in the class for a week (as often as possible) and attend the group grading to give his or her observations. This "outsider" viewpoint is often the impetus for a change in the group.

7. If the Weekly Progress Report is going to be sent to other teachers, counselors or parents, tell students ahead of time.

Specific Information

1. Begin by giving each student a peer grading sheet. Each vocational instructor should designate appropriate behaviors of the student and environment.

2. Have students put their name on the sheet and tell them they have to keep track of their progress. (It helps if forms are collected and passed out at each grading session, otherwise, students tend to "lose" the sheets. Have a quarterly folder put together. Make students responsible for putting it away each week).

3. Explain each behavior to the students, so there are no misunderstandings. It may be helpful to write out the definition of each behavior so it is consistently defined and clear to all.

4. Explain that each student will have a personal goal they will work on. This goal needs to be openly stated to the rest of the class, so it shouldn't be anything very intimate. Explain that the personal goal has to be approved by the teacher. Classmates can also help the student determine

this goal. The goal should reflect an area the student needs to improve based on previous grading. A goal will stay on the goal sheet until the student has received all points for it for two weeks.

5. Explain the reasons for peer grading:

1. A chance for everyone to earn points
2. A chance for students to learn to evaluate how well they demonstrate skills
3. A chance for students to receive feedback from peers (not just the teacher) on how well he or she has performed
4. An opportunity for students to "try their hand" at being a supervisor who has to fairly evaluate others' work behaviors
5. A chance to learn how to take constructive criticism
6. A chance to learn how to give constructive criticism
7. A chance to show others what can be done and give and receive compliments
8. A chance to set goals in order to improve and then to see improvement
9. A chance to keep a close watch on grades

6. Explain the process that will take place:

RULES:

I. All statements made about behavior must have a concrete example. For example: "You cussed this week" = NOT ACCEPTABLE COMMENT.
"I remember that you cussed at John when he threw the shovel on Wednesday." = ACCEPTABLE COMMENT.

II. All statements must begin with "I". i.e., "You didn't do any work this week." = NOT ACCEPTABLE COMMENT.
"I saw you sitting around a lot this week, in the corner of the shop and you were sleeping on Thursday." = ACCEPTABLE COMMENT.

III. Each student, in turn, will have 3-5 minutes to tell others the number of points he/she has given herself or himself in each area.

IV. Other students and the teacher will have 2-3 minutes to give feedback, such as "I think you really did well this week in cleaning up your work area." "I don't think you worked very safely this week...remember how you threw the shovel."

V. The teacher will then call for a vote on the number of points the student will receive in each category. Judging from comments, the teacher can start with all the points or 0 points to be awarded.

VI. Students cannot argue with the final vote.

VII. When a student reaches his or her personal goal a new goal is written (on the back of the sheet with the date).

VIII. Explain that these points will be added to the student's grades. (Although you are working with a lot of points (11/week), students feel that the more points they earn the better off they are. If a behavior is worth only 1 point a week, students don't see it as affecting their grade much!)

NOTE: For vocational instructor use.

WEEKLY PROGRESS REPORT

Student's Name _____

Individual Goal Progress = 10 pts.

Polite & respectful to co-workers/supervisors = 2 pts. each

1. Accepts criticism
2. No back talking/refusal to do tasks
3. Good eye contact
4. Keeps hands to self
5. No negative comments to others or about others

Classroom Behavior = 2 pts. each

1. Appropriate appearance
2. Pays attention in class
3. Prepared for class (paper/pencil)
4. Waits turn to talk, raises hand
5. Sits in chair, keeps feet and head off table

Safety = 2 pts. each

1. Wear safety glasses
2. Works safely
3. Keep tools & work area clean, neat & safe
4. Safe habits demonstrated in shop
5. No horseplay (class, shop, bus, worksite)

Punctuality = 10 pts. total

Subtract 2 points for each time late.

Productivity & Quality = 10 pts. each

1. Does assigned tasks within acceptable time limits
2. Shows initiative; keeps busy; offers to do more than others
3. Listens to full instructions and completes task correctly
4. When not on assigned job, watches others work (rather than taking breaks or being idle)
5. Works until bell rings, ready right after break, etc., sits in chair calmly before final bell rings

MATERIALS TO USE IN BASIC SKILLS PROGRAMS

Overview

The basic skills instructor utilizes a number of resources in providing services to special needs students. The selection of appropriate materials is often a time-consuming and difficult task, but with direction and some guidelines, can prove beneficial and effective in assisting students to successfully complete their course through basic skills intervention.

Often the BSI seeks appropriate computerized materials for use with disadvantaged or handicapped students. Suggestions for selection and scheduling of computerized materials and computers are included in this section of the manual.

A number of community and state agencies may also provide resource assistance to the BSI. Communication with these agencies may prove beneficial when seeking outside services for disadvantaged or handicapped students. A listing of agencies which might be available is included in this section of the manual.

How Can the Basic Skills Instructor Best Utilize Available Resources to Improve Services for Special Needs Students?

The basic skills instructor works with a number of people who serve or can serve as resources in the teaching process. One of those to contact to work as a team member includes the vocational instructor. The vocational resource educator (VRE) whose role it is to serve as a facilitator in the mainstreaming process as well as in helping special education students to make it in the transition process may also assist the BSI. The VRE works with the vocational instructors and serves as a resource for teachers, students, parents and the community. The supplemental teachers assist vocational instructors in teaching vocational skills as well as teaching specific skills laid out by the IEP. They assist in monitoring progress of students, and are integrally involved in the instructional goals for students who are classified as early entry. The Vocational Preparation Teachers provide services to students who are disadvantaged/handicapped to help them acquire entry-level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels. The Vocational Special Needs Counselors provide a number of counseling services for special needs students and may assist in writing IVEPs. Vocational teacher aides assist vocational instructors in supervision of students, in monitoring progress of students, and may reinforce a specific skill identified in the IEP or IVEP under the supervision of the instructor. Interpreters for the deaf might assist when working with deaf students in vocational classes. These are just a few of the "people" resources who might assist the basic skills instructor.

When looking for specific material resources to use when working with special needs students, please see the materials listed at the end of this section under Resources.

A number of community and state agencies might be involved in assisting special needs students. They might help by speaking to groups, serving on advisory committees, helping with the transition process, etc. The following are some of the agencies with which a Basic Skills Instructor should be familiar:

For Handicapped Students	For Disadvantaged Students
Division of Vocational Rehabilitation	Job Service
Rehabilitation Centers	Local Private Industry Council
Association for Retarded Citizens	(Job Training and Partnership Act)
Governor's Committee on Employment of the Handicapped	Division of Family Services

(See the Missouri Transition Guide, a LINC publication, for other resources).

Some examples of community resources include:

- Guest speakers
- Job sites for job shadowing experiences
- Field trip sites
- Information sources regarding state of the art technology
- Mock interviewers for units on job seeking skills
- Judges for vocational contests (FFA, VICA, etc.)

Other community resources would include civic organizations. Sometimes these organizations are willing to donate equipment, time or money for items needed in different vocational programs. For example, the Optimist Club might donate an assistive device to enable visually impaired students to utilize computers. Private employers can be excellent resources, too. Often they maintain curricula for employee training which they are willing to share, as well as opportunities for job site visits and possible employment.

Each community has different resources and a basic skills instructor might want to become familiar with the goals and services offered in the geographical area he/she serves. Some sample resources might include:

- Social service agencies
- Private Industry Councils
- Job Service
- Civic Organizations
- Parent Groups (ACLD, ARC)
- Parent Teacher Associations (PTA)
- Home School Visitors
- Transition Specialists

Some State and National Resources Available to the Basic Skills Instructor include:

STATE

Bureau for the Blind
Supervisor of Field Operations
619 East Capitol
Jefferson City, MO 65101

Division of Manpower Planning
221 Metro Drive
Jefferson City, MO 65101

Division of Mental Retardation
and Developmental Disabilities
2002 Missouri Boulevard
P.O. Box 687
Jefferson City, MO 65102

Division of Special Education
P.O. Box 480
Jefferson City, MO 65102

Division of Vocational and Adult
Education
Vocational Special Needs and
Guidance Services
P.O. Box 480
Jefferson City, MO 65102

Division of Vocational
Rehabilitation
2401 East McCarty Street
Jefferson City, MO 65101

Missouri Vocational Resource Center
Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri–Columbia
Columbia, MO 65211

Missouri LINC
401 East Stewart Road
University of Missouri–Columbia
Columbia, MO 65211

Missouri Protection and Advocacy
Services, Inc.
211B Metro Drive
Jefferson City, MO 65101

Special Education Dissemination
Center
401 East Stewart Road
University of Missouri–Columbia
Columbia, MO 65211

Talking Tapes for the Blind
16 North Gore
Webster Groves, MO 63119
(314) 968-2557

Wolfner Memorial Library for the
Blind and Visually Handicapped
Jefferson City, MO 65101
(800) 392-2614

NATIONAL

Closer Look (Newsletter)
Box 1429
Washington, DC 20013
(800) 522-3458

Higher Education and Adult Training
for People with Handicaps (HEATH)
Resource Center
One Dupont Circle, NW
Washington, DC 20036-1193
(800) 544-3284

Interchange (Newsletter)
College of Education
University of Illinois at
Urbana-Champaign
110 Education Building
1310 South Sixth Street
Champaign, IL 61820

National Information Center for
Handicapped Children and Youth
(NICHCY)
News Digest
Box 1492
Washington, DC 20013

National Center for Reasearch
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

OPEN ENTRIES (Newsletter)
Center for Instructional Development
and Services
Florida State University
Stone Building
Tallahassee, FL 32306-3019

OSERS News in Print (Newsletter)
Room 3018 Switzer
330 C Street, S.W.
Washington, DC 20202

Recording for the Blind, Inc.
20 Roszel Road
Princeton, NY 08540
(800) 221-4792

What are Some Procedures for Selecting Instructional Materials?

With a number of materials on the market today, one has to be very cautious in order to insure an appropriate selection. It may be beneficial to have a number of people review materials to determine the appropriateness of a certain product. Various procedures are used in order to select materials—whether they be software or instructional materials for class room use. The pages in the Resources section of this chapter provide examples of Instructional Material Review Form, Microcomputer Software Evaluation Form, and Evaluation Criteria which might be utilized when seeking appropriate materials for purchase.

Another method of selection might be to talk with other BSI's in the state and exchange information about the uses of various materials and why they would or would not recommend them.

The vocational instructor can offer important feedback which might help in the selection of materials which would be used by the BSI to supplement the materials used in his/her class. They

often can see conflicts in specific information in the program/ material which not everyone would find so obvious.

If at all possible, attempt to review all materials before purchasing. Some materials might even be shared by a number of BSI's, so be sure to discuss purchases in order to avoid duplication. (See Resources for suggested materials.)

What are Some Sample Resources in the Area of Curriculum?

There are many resources in the curriculum area. The following is not an all-inclusive list, but a BSI should be on the mailing list to receive catalogs from at least some of the following distributors.

General Catalogs

American Vocational Association
1410 King Street
Alexandria, VA 22314

Career Aids, Inc.
8950 Lurline Ave.
Dept. SW2
Chatsworth, CA 91311
(catalogs in software, occupational, vocational and career (OVC) catalog and industrial and technical ed.)

Delta X Industries, Inc.
P. O. Box 313
Marinette, WI 54143

Educational Activities, Inc.
P. O . Box 392
Freeport, NY 11520

Educational Design, Inc.
47 W. 13th Street
New York, NY 10011

Educulture
1 Dubuque Plaza
Dubuque, IA 52001

EMC Publishing
Changing Times Education Service
300 York Avenue
St. Paul, MN 55101

Fearon Education
Pitman Learning, Inc.
19 Davis Drive
Belmont, CA 94002

Goodheart-Willcox Co., Inc.
123 W. Taft Drive
South Holland, IL 60473

Janus Book Publishers
2501 Industrial Parkway West
Dept. H 13
Hayward, CA 94545

Learning Arts
P. O. Box 179
Wichita, KS 67201

McKnight Publishing Co.
Box 2854-808 IAA Drive
Bloomington, IL 61701

Motivation Development, Inc.
P.O. Box 427
Bishop, CA 93514

Opportunities for Learning, Inc.
8950 Lurline Ave.
Dept. 6FMT
Chatsworth, CA 91311

South Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Sunburst Communications
Room LK 85
39 Washington Avenue
Pleasantville, NY 10570

Vocational/Technical Catalogs

Abraxas
P.O. Box 1416
Eugene, OR 97440

American Technical Publishers, Inc.
12235 S. Laramic Avenue
Alsip, IL 60648

Bergwall Technical/Vocational
Education Catalogue
P..O. Box 238
Garden City, NY 11530-0238

Bobbs-Merrill Educational
Publishing
4300 West 62nd Street
P.O. Box 7080
Indianapolis, IN 46206

Chilton Book Co.
Chilton Way
Radnor, PA 19089

Delmar Publishers, Inc.
Two Computer Drive, West
Box 15-015
Albany, NY 12212

Gregg-McGraw Hill
1221 Avenue of the Americas
New York, NY 10020
(Business and Office catalog and
Trade and Technical Education
catalog)

Goodheart-Willcox Co., Inc.
123 Taft Drive
South Holland, IL 60473

Hobar Publications
1234 Tiller
St. Paul, MN

John Deere Technical Services
John Deere Road
Moline, IL 61265

McKnight Publishing Co.
Box 2854
Bloomington, IL 61701

Prentice Hall Media
P.O. Box 1050
Mount Kisco, NY 10549-9909

Southwestern Publishing Co.
5101 Madison Road
Cincinnati, OH 45227
(Industrial Education catalog)

Curriculum Catalogs

Arizona Center for Vocational Education
Box 6025
Northern Arizona University
Flagstaff, AZ 86011

CIMC
Oklahoma State Department of Vocational & Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074

Illinois Vocational Curriculum Center
Sangamon State University
Building E-22
Springfield, IL 62708

Ingham Intermediate School District
Capital Area Career Center
611 Hagadorn Road
Mason, MI 48855-9330

Instructional Materials Lab
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

Maryland Vocational Curriculum Research and Development Center
Department of Industrial, Technological and Occupational Education
University of Maryland
J. M. Patterson Building
College Park, MD 20742

The Media Center
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301

New Jersey Vocational Education Resource Center
Rutgers University
200 Old Matawan Road
Old Bridge, NJ 08857

Occupational Curriculum Laboratory
East Texas University
Commerce, TX 75428

Ohio Agricultural Education Curriculum Materials Service
Room 254, 2120 Fyffe Road
Columbus, OH 4321-1099

Resources utilized in some GED programs may be appropriate for basic skills instruction. A listing of some of the materials may be found in the Resources area of this section of the manual.

What are Some Procedures for Selecting Computerized Materials for Use with Disadvantaged Students?

Computers may provide an added incentive or motivational factor for some special needs students to learn a task. Often the BSI will use computerized materials to teach or reinforce reading, spelling, writing, or math concepts. As computers become more accessible to BSI's – thus more accessible to special needs students – the search for appropriate software becomes a

high priority. Some publishers are beginning to see the need for software developed for use by the special needs population, however, appropriate selection may still be difficult. In order to assist the BSI with selection of appropriate software, the Evaluation Form (in Resources) may be used. Other information which may be of benefit when selecting software include the Missouri LINC publication on Computer Software Information. The Instructional Materials Laboratory on the University of Missouri campus is currently compiling information on software selection procedures and may prove to be a valuable resource.

What are Some Suggestions for Scheduling Special Needs Students to Work on Computers?

Many BSI's include the use of computers in their teaching. It is not always feasible or practical to take the special needs student out of the vocational class to receive all the assistance he/she needs. If it is not possible to pull the student from the vocational class to work on the computer, the BSI may have to try to schedule a time during the student's study hall period if the sending school is near the basic skills instruction center.

When developing an IVEP or an IEP, the BSI may want to write which lessons will be taught via computer, and then schedule the student for appropriate segments of time on a daily or weekly basis to work on the computer. Remember the instruction designed or used must address the deficit area(s) of the vocational special needs student – not simply provide a time for the student to work on a computer.

At times it might even be practical to take the computer into the classroom to work with the special needs student who needs specific instruction with a task. The Vocational Instructor and the BSI should work this out ahead of time.

If a learning package has been developed which supplements the instruction in the vocational class, and a computer is used to teach the information, it might be appropriate to assist the special needs student by introducing the lesson through the use of the computer. The BSI might also include reviews for tests,

answers for study guides, and other games to provide drill and practice for special needs students.

What Other Resources are Available for Professionals Working with Special Needs Students?

As a basic skills instructor, never forget your own knowledge as a resource. The other vocational instructors, evaluators, and resource personnel as well as administrators in the building or district might be of assistance. Become familiar with agencies in the community which might be utilized, and get to know the students and their families as they may serve as resources as well.

Missouri LINC is available, through the Hotline, to answer your questions. By utilizing an 800 number (1–800–392–0533 – in Missouri only), anyone can ask questions about instruction and receive an answer or information on where to obtain further assistance.

Resources

- Computer Software Information
- Sample Materials List
- Instructional Material Review
- Microcomputer Software Evaluation Review
- Evaluation Criteria
- GED Materials
- Instructions for Taping

TITLE: COMPUTER SOFTWARE INFORMATION

University of Missouri–Columbia
401 East Stewart Road
Columbia, MO 65211
(800) 392–0533 (in Missouri only)
(314) 882–2733

ABSTRACT: This packet explains how to obtain software that meets the needs of students, teachers and administrators, and explains the restrictions the Computer Software Copyright Act places on educators.

COMPUTER SOFTWARE INFORMATION

Overview

As more schools obtain access to computers, the search for appropriate software becomes a high priority. Although many publishers now recognize the need for software designed primarily for special needs students, the market still lacks high quality software. Therefore, educators must evaluate software carefully before purchase. They must also be aware of legal issues regarding the use of software.

Definitions/Terminology

Hardware	Physical equipment such as the computer and its related peripheral devices, drives and printers.
Software	The programs written for the computer.
Branching	The capability within a program for a user to skip back or jump ahead to material by using specific comma
Graphics	The use of graphs, charts, and drawings in a program.

Frequently Asked Questions

Q. HOW CAN COMPUTERS HELP MY STUDENTS?

A. Software is available for many purposes. Some programs enable persons with disabilities to live and work more independently and communicate more effectively. Other programs help school personnel decrease paperwork, maintain more useful records on student progress, develop creative, individualized IEPs, and store teaching materials and strategies and evaluation criteria that correspond to each objective on an IEP. Some programs help students memorize material such as word definitions, learn to calculate and solve problems, gain competence through simulated events and educational games, learn about various topics, and improve writing skills.

Q. HOW DO I FIND SOFTWARE?

A. Begin by specifically defining your educational objectives and needs. Do you want software to help students review for tests? Learn to multiply and divide? Receive reinforcement on particular concepts? Explore jobs? Do you want software tailored to students with particular disabilities? Ages? Skill levels? Do you need administrative software to keep grades? Generate tests? Write IEPs? The first step in looking for software is knowing what you want the software to do.

The next step – finding and reviewing software materials – is more time–consuming. Many publishers will allow you to review their packages free of charge or for a small fee. These costs can add up quickly if you want to preview a lot of software, so you can try to negotiate with publishers to keep costs low. Some companies will allow you to preview the software they have in stock. Others will send "sample" disks that provide segments of the programs they sell, but not enough to use with students. Some companies exhibit their software at computer conferences. Computer stores allow customers to preview software in stock. Schools have software you can look at; they can give feedback on how useful it is to their students.

Q. HOW DO I ASSESS THE QUALITY OF SOFTWARE?

A. The following checklist is adapted from "Evaluating Educational Software for the Microcomputer" by D. Test (1985) and "Effective Software for Special Education" by R. Lewis, P. Harrison, E. Lynch, and F. Saba (1988). A good way to fill out part of this form is to watch a student run the program you are evaluating.

Educational Software Evaluation Checklist

Reviewer _____

Program Name _____

A. Information Available from Accompanying Documentation:

1. Age Range _____
2. Grade Level(s) _____
3. Field–Testing Data Available
   Place _____

Conditions _____
Target Group _____
Results _____

4. How is it used? Individual _____ Group _____
5. Teaching/Learning Mode
   Drill & Practice _____ Inquiry _____
   Diagnosis _____ Game _____
   Tutorial _____ Problem Solving _____
6. Does it have instructional objectives? _____
7. Are there supplementary student materials? _____
8. Are program options summarized? _____
9. Are step-by-step instructions provided? _____
10. Are sample screens and commands provided? _____
11. Is there a trouble-shooting section? _____
12. Does the publisher provide a policy for replacement of parts? _____
13. Price of program _____

B. Program Presentation

1. Is the program personalized? _____
   Does it use the student's name? _____
2. Does the beginning of the program contain instructions for using the program? _____
   Does the student have access to these instructions throughout the program? _____
   Do instructions clearly state how students should respond and how they can move from section to section within the program? _____
3. Is the text easy to read (clearly printed and well spaced)? _____
4. Is all information presented by the text accurate? _____
   Are all answers in the program correct? _____
5. Is information presented in a logical sequence? _____
   For example, in a unit on checking accounts, it is illogical to teach students to balance a checkbook before teaching them how to fill out a register.
6. Is new vocabulary defined? _____
7. Is sound used to help students understand the information better? _____
8. Do graphics help students understand the program's content or do they distract students from tasks? _____
   Do they hinder by giving too much information? _____
   Can students use graphics instead of the text to respond accurately? _____
9. Does highlighting or the physical layout of the question and text give the answer away? _____
   For example, when a new term appears it is often highlighted. If the next question requires the highlighted word as the answer, students can attend only to the highlighted words and ignore the remaining text.
10. Do all the problems require the same process for solving, making it unnecessary to read the questions or discriminate between strategies? _____

For example, in a math word problem unit where all problems are multiplication, students can complete problems without deciding whether or not to multiply.

11. Does the program interest students? _____
12. Is the program easy for students to learn and use? _____
13. Do the students have the reading and spelling skills required by the program? _____
14. Can the teacher control the level of difficulty and number of questions? _____

C. Student Response

1. What modes can students respond in?
   Push buttons _____ Touch the screen _____
   Use voice _____ Use "joy-stick" _____
   Are some students with disabilities in your classes unable to respond in the modes made available by the program? _____
2. Does the program give a signal when a response is required? _____
3. Is there a time limit for student responses? _____
   If so, is it long enough for students to respond? _____
4. Are example responses presented to the student? _____
   Model responses can prevent many questions and allow students to operate programs independently.
5. Does the program allow students to practice the skill it teaches them? _____
   For example, if the objective is to teach spelling, the program should require the student to spell a word (type it without help) rather than choose the word from a set of alternatives.
6. Does the program require students to make a lot of academic responses? _____
   Programs should be more than electronic books; if most of the responses involve pressing the return key or space bar, the student is not engaged academically.
7. What type of student response is required?
   _____ Recall – students remember previous information
   _____ Abstract – students synthesize information rather than merely restate facts
   _____ Recognition – students choose from alternatives
8. How many times can students attempt each response? _____
   Some programs give the correct answer after a certain number of incorrect responses. A limited number of tries allows students to answer more questions.

D. Consequence/Feedback

1. Does the program provide branching to remediate incorrect answers or to advance for a series of correct responses? _____
   It should allow students who master a skill to advance quickly, but require those who have trouble to review the material.
2. Does the student or the computer control the pace of the lesson? _____
   Setting time limits for students to make responses helps them learn to perform new skills more quickly and accurately.

3. Are errors punished publicly by buzzers or other noises? _____
4. Does the program follow incorrect answers with "cute" graphics that motivate students to make errors? _____
   Graphics motivate learning when they follow correct answers.
5. Does corrective feedback follow incorrect answers? _____
   Does it allow students to remediate incorrect answers? _____
   Does it explain to students why particular answers are correct or incorrect? _____
6. Does the program reinforce correct answers continuously or intermittently? _____
   Continuous reinforcement (rewarding all correct responses) enhances skill acquisition, while intermittent reinforcement (rewarding some but not all correct answers) helps students remember information and improve skills they have already learned.
7. Is feedback quick and to the point? _____
8. At the end of the lesson, does the program show the student and teacher how many problems the student answered correctly and incorrectly? _____

Q. WHAT ELSE SHOULD I CONSIDER WHEN BUYING SOFTWARE?

A. The following list of suggestions for making decisions about buying software is adapted from LINCfact 955 and "Nine Valuable Tips on How to Buy Software," by W.Barden (1983).

1. **Don't buy a computer, buy software.**
   The software purchase should come first. Many computers remain underutilized because of a decision based on computer characteristics rather than on software. Any computer is only as good as the software available to use it.

2. **Buy as few software packages as possible.**
   Different software packages often contain different input formats, output formats, commands and options that are difficult to remember. It is often easier to purchase one comprehensive software package than to piece together several packages that perform the same functions.

3. **Beware of free software.**
   Good software usually requires many hours to create – and thus is not free.

4. **Use the documentation as a guide.**
   Substandard software packages rarely have good documentation or user manuals; good software usually comes with substantial documentation. If the manual appears to be comprehensive, the software is probably well organized.

5. **Buy programs in assembly language.**
   Programs written in assembly language run much faster and take better advantage of a machine's inherent strengths than equivalent programs in BASIC or other higher level languages.

6. **Avoid software that cannot be backed up.**
   Eventually, a used disk becomes unreadable. At that time, a credible manufacturer will provide another copy for a small fee. The buyer, therefore, should purchase software from manufacturers that are well established and likely to stay in business a long time.

7. **Buy software from responsive companies.**
   If you make a substantial purchase from a company, you are entitled to answers to tricky questions not addressed in the instruction manual. Purchase software from companies that offer technical advice after the sale.

8. **Use a variety of evaluation techniques.**
   Information about software must be reliable. Colleagues, computer magazines and technology centers are examples of information sources.

9. **Test the cleverness of the programmer.**
   Execute the program and try responding incorrectly to determine how it handles errors. Make other mistakes such as typing errors, incorrect form of input (e.g., "one" for "1"), content errors and errors in following the directions.

Don't get discouraged. Much of the software you preview will not fit your needs perfectly. You may have to choose the software that comes closest to what you want.

Q. WHAT IF I CAN'T FIND ANYTHING THAT FITS MY NEEDS?

A. Several alternatives exist. First, if enough of us ask for certain types of quality software, our chances that someone will develop it are greater. Second, some vocational school and high school computer programming classes have students capable of writing the program you need. Many computer teachers like their students to work on "real" projects. Third, some individuals or businesses in the community can program for you. Fourth, "authoring systems" such as Super Pilot allow people to "program" using English instead of a computer language.

Q. HOW DO COPYRIGHT LAWS RESTRICT MY USE OF SOFTWARE?

A. Under the Computer Software Copyright Act of December, 1980, the owner of a computer program disk is not infringing on the copyright by making or authorizing the making of another copy or adapting the program if the following criteria are met:

1. The new copy or adaptation is created so it is more useful to the software owner. Thus, a disk owner may alter the program to make it fit his/her needs. She/he may also alter it so it can be used with other types of machines, (e.g., software purchased for an Apple computer may be adapted for use with an IBM computer). The owner may make and use a copy of an adapted program. Any program stored in the computer memory is considered a copy.

2. The new copy is for archival purposes only (for use if the original is destroyed or damaged through mechanical failure) and the archival copy is destroyed if the original copy wears out or is sold or given away. The disk owner may not use more than one copy of the original. She/he may use the archival copy while waiting for a replacement for a defective copy from the manufacturer. She/he may not make additional replacement copies from the archival copy.

3. Adapted or copied programs are not leased, sold, or otherwise transferred without the authorization of the copyright owner. An educator may not copy or adapt a disk and

distribute it to students, other teachers or other schools. She/he may store a program in a computer's memory for students to use at one computer station, but may not make the stored program available to users at multiple stations. She/he must buy a disk only from its manufacturer or distributor, and may not use someone else's copy of an original program without consent from the publisher.

Manuals and lesson guides are also copyrighted. An educator may reproduce only small sections of these materials for classroom use without permission from the publisher.

Educators may make contracts with software publishers that supersede the above rules. Contracts can expand the number of disks or user manual copies an educator may make, and the number of people to whom she/he may distribute the copies.

Some agreements, called cite licenses, allow a program to be used throughout a school or school district. Leases, purchase agreements and companies' "multiple copies" guidelines also serve this purpose. An educator can negotiate with companies for a discount on disks if she/he wants to buy multiple copies.

Breaking the law in the name of education still constitutes "stealing." Educators should set a good example for their students and instead negotiate with the publisher for expanded rights to use a program. Violations of the copyright law provide penalties ranging from $250 to $10,000 per infringement and up to one to two years imprisonment.

Q. WHERE CAN I FIND MORE INFORMATION ABOUT SOFTWARE?

A. Several facilities provide information to special educators about computers and software. The Technology Center for Special Education, 800-872-7066, provides information on assistive devices, computer hardware and software and telecommunication networking systems. Its staff systematically evaluates the quality of many software programs, and provides special educators with the results of these assessments.

The Center for Special Education Technology provides information about software, video and audio technology, and

publishers of technology products. Recorded messages about specific topics are available at 800-345-8324. Answers to other questions are available at 800-873-TALK.

References

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Becker, G. (1984). Software copyright looks fuzzy, but is it? Electronic Education, 4(2), 18–19.

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Lewis, R., Harrison, P., Lynch, E., & Saba, F. (1988). Effective software for special education. Closing the Gap, 6(6), 1, 7.

Missouri LINC. (1983). Special computer issue. LINCletter, 4(3).

Sennett, M. (1984, January). Are there pirates in your classroom? Educational Computer, 42–43.

Sturdevant, R. (1982, January). Microcomputers and copyright in education. Phi Delta Kappa, 128d–128e.

Test, D. (1985). Evaluating educational software for the microcomputer. Journal of Special Education Technology, 7(1), 37–46.

SAMPLE MATERIALS LIST

MATHEMATICS

Mathematics: Everyday Survival Skills	Hayes School Publishing Co., Inc.
Vocational Related Math	Instructional Materials Lab.
Math for Everyday Living	Educational Activities, Inc.
Practical Problems in Math for Machinist	Delmar Publishers
Practical Problems in Math for Welders	Delmar Publishers
Practical Problems in Math for Carpenters	Delmar Publishers
Entry Level Skill Criterion	Missouri LINC
Mathematics for Careers: Adding & Subtracting Whole Numbers	Delmar Publishers
Mathematics for Careers: Multiplying & Dividing Whole Numbers	Delmar Publishers
Mathematics for Careers: Mixed Numbers	Delmar Publishers
Mathematics for Careers: Decimals	Delmar Publishers
Mathematics for Careers: Fractions	Delmar Publishers
Occupational Mathematics	South Western Publishing Co.
Marketing Math	South Western Publishing Co.
Mathematics Skill Builder	South Western Publishing Co.
Fundamentals of Mathematics Book 1 & 2	Steck–Vaughn
Survival Mathematics	Barron's Educ. Series, Inc.
Success in Mathematics I & II	Motivation Development, Inc.
Vocational Math Series	Motivation Development, Inc.

READING AND LANGUAGE

Reading Skills for Everyday Series Book 1 & 2	Hayes School Publishing
BASIC Competency Skills Grades 4–8	Milliken
Entry Level Skills Criterion	Missouri LINC
English for Everyday Living	Ideal School Supply
Grammar	Ideal School Supply
Organization Skills	Curriculum Associates

Everyday English	Steck–Vaughn
Spell Better	Steck–Vaughn
Gateways to Correct Spelling	Steck–Vaughn
Spelling: A Mnemonics Approach	South Western Publishing

JOB SKILLS

How Do I Fill Out A Form?	Ideal School Supply
Job Application & Interview	IML
How to Get a Job and Keep It	Steck–Vaughn
Preemployment Preparation Handbook	New Madrid County AVTS

VOCATIONAL

Health Assistant	Delmar Publishing
Math Principles for Food Service Occupations	IML
Nurse Assistant in a Long–Term Care Facility Supplemental Units	IML
Vocational Preparation Curriculum: Health Services	IML
Vocational Preparation Curriculum: Food Service	IML
Clothing and Textiles	IML
Auto Mechanics Workbook	Prentice–Hall, Inc.
Auto Mechanics: First Year Fundamentals	Instructional Materials Center University of Texas at Austin
Vocational Preparation Curriculum: Building Maintenance	IML
Automobile Mechanic Fundamentals	IML
Food Industry – Baker	IML
Food Industry – Chef	IML
Physical Therapy Aide	IML
Diesel Mechanics – Fundamentals	IML
Diesel Mechanics – Fuel Systems	IML
Diesel Mechanics – Electrical Systems	IML
Hydraulics	IML

INSTRUCTIONAL MATERIAL REVIEW

Name of Material _____

Author _____ Copyright Date _____

Vendor Address _____

Cost _____ Reviewer _____

Type of Material:

_____ textbook _____ slidetape _____ model
_____ filmstrip _____ videotape _____ other (specify)

Appropriate grade level:

_____ Elementary _____ Junior High _____ High School

Readability level: _____

Intended use of material:

_____ student resource _____ individual instruction _____ reinforcement material
_____ teacher resource _____ group instruction _____ combination (specify)

	YES	NO	COMMENTS
1. Reading level is appropriate for special needs learners.			
2. There are generous amounts of space on the printed page.			
3. The print and illustrations are legible.			
4. The interest level is appropriate.			
5. The illustrations are interesting, relevant and simple.			
6. The material is current in content and appearance.			
7. The material is free of racial, ethnic or sex stereotypes.			
8. New vocabulary is highlighted and defined.			
9. Concepts are presented clearly with concrete examples.			
10. Learning objectives are stated.			
11. Instructional units are sequenced properly.			
12. Review questions and answer keys are provided.			
13. Student worksheets or workbook is provided.			
14. The product can be reused by other students.			
15. The material is flexible enough to allow for supplemental materials to also be used.			
16. Required teacher preparation time is reasonable.			
17. Teacher handbook or manual is provided.			
18. The material can be used with present classroom facilities, time and equipment.			
19. Measures for evaluating student progress are included (pre- and post-tests, etc.).			
20. The material can be reproduced at a minimum cost.			

ADAPTED FROM: The Special Needs Learner in Employment-Related Training, (1985).

MICROCOMPUTER SOFTWARE EVALUATION FORM

Program title _____

Title of package/diskette _____

Microcomputer(s) brand/model _____

Version/copyright date _____ Cost _____

Publisher _____

Will publisher be helpful if problems arise? ___ Yes ___ No ___ I don't know.

Peripherals needed: ___ Disk drive(s) ___ Cassette ___ Printer (Other _____)

Other materials/equipment needed _____

Backup copy available? _____

* *

Reviewed by _____ Grade level/subject taught _____

School _____ Date previewed _____

PROGRAM TITLE _____ **SUBJECT AREA(S)** _____

Suggested Grade Levels K 1 2 3 4 5 6 7 8 9 10 11 12 College Teacher Use

Type of Program (check all that apply)

___ drill/practice	___ problem solving	___ game
___ word processing	___ simulation	___ tutorial (teaches)
___ testing	___ classroom management	___ demonstration
___ educational game	___ utility	___ authoring system

SCOPE (check one)

___ one or more programs on single topic ___ one program in an instructional series
___ multi-disk curriculum package
___ group of unrelated programs

EVALUATION CRITERIA

YES NO N/A

GENERAL DESIGN: ___ Excellent ___ Good ___ Weak ___ Not Acceptable

___ ___ ___ Creative, innovative, effective use of computer
___ ___ ___ Well-organized curriculum design
___ ___ ___ Free of programming errors
___ ___ ___ Free of excessive competition or violence
___ ___ ___ Free of racial, ethnic, or sex stereotypes

EASE OF USE: ___ Excellent ___ Good ___ Weak ___ Not Acceptable

___ ___ ___ Simple and complete instructions
___ ___ ___ Screens are neat and attractive
___ ___ ___ Speed and sequence of paging can be controlled.
___ ___ ___ Technically easy to operate
___ ___ ___ Any sound is appropriate and can be turned off

CONTENT: ___ Excellent ___ Good ___ Weak ___ Not Acceptable

___ ___ ___ Factual material, grammar, and spelling are correct
___ ___ ___ Word lists, problems, and speed can be modified
___ ___ ___ Interest level, difficulty, typing, and vocabulary are appropriate
___ ___ ___ Provides easier or harder material in response to performance
___ ___ ___ Responses to errors are helpful, avoiding sarcasm or scolding
___ ___ ___ Response to student success is positive, enjoyable and appropriate
___ ___ ___ Avoids clever graphics that make it "fun to fail"

MOTIVATIONAL DEVICES USED: ___ Excellent ___ Good ___ Weak ___ Not Acceptable

___ graphics for instruction
___ sound
___ scoring
___ color
___ timing
___ random order
___ game format
___ graphics for reward
___ personalization

Comments:

DOCUMENTATION AVAILABLE: ___ Excellent ___ Good ___ Weak ___ Not Acceptable

___ none
___ instruction manual
___ teacher's guide
___ student worksceets
___ tests
___ instructions appear on screen
___ suggest classroom activities
___ instructional objectives
___ workbook

Comments:

OVERALL OPINION ** OVERALL OPINION ** OVERALL OPINION

___ Great program! I recommend it highly!
___ Pretty good/useful. Consider purchase.
___ OK, but you might wait for a better one.
___ Select only if suggested modifications are made.
___ Not useful. I don't recommend purchase.

GED MATERIALS

STECK–VAUGHN
P.O. Box 2028
Austin, TX 78768
(800) 531–5015, Nationwide
(800) 252–9317, in Texas

1. **Critical Thinking**

   Reading, thinking, and reasoning skills.

2. **Fundamentals of Mathematics**

3. **Basic Essentials of Mathematics**

4. **Language Exercises**

5. **GED100**

   Computer assisted test preparation Program for pre–GED and GED students.

6. **Strategies for Success**

   Focus on the five basic content areas. Reading levels 4–6.

7. **GED Scorebooster**

   Effective preparation for the five GED tests.

8. **GED English Skillboosters**

9. **General Education Series**

   General education performance index, GED prep-tests for student readiness.

10. **Reading for Today**
    A sequential program for adults.

11. **Reading Skills for Adults**

    A reading program for mature students performing on levels 2–6.

12. **Adult Reading Collection**

13. **Language in Daily Living**

14. **Spell Better**

15. **Spelling Steps**

    Spelling words geared to help adults cope in society.

16. **English Essentials**

    Thorough review of grammar, usage and punctuation for adults.

GED MATERIALS

CAMBRIDGE
The Adult Education Company
888 Seventh Avenue
New York, NY 10106
(800) 221–4764
(212) 957–5300

Cambridge staff available for GED Workshops.

1. **Pre–GED Series**

   Reading, language, and math.

2. **GED Instruction Books**

   The Cambridge Program for the High School Equivalency Examination.

3. **Independent Mastery Testing System**

   Math Skill and Writing Skills.

4. **Know-How Series**

   Eight workbooks: budgeting, money, living expenses, insurance and taxes, job success, job hunting, worker rights.

5. **On the Job**

   Readings in real–life competencies.

6. **Just Around the Corner**

   A competency–based video program.

7. **Adkins Life Skills Program**

   Employability skills series.

8. **Watch Your Language**

9. **In Your Own Words**

   A writing skills program for adults.

10. **Cambridge Basic Skills Series**

    Reading, language, and mathematics.

Cambridge's Four–Step

1. **Prediction** – pre–tests
2. **Instruction** – complete lessons
3. **Practice** – two full GED–length tests
4. **Simulation** – just like "the real thing"

GED MATERIALS

CONTEMPORARY BOOKS
Professional in Adult Education
F.E. Braswell Company, Inc.
Educational Materials
P.O. Box 58734
2725 Millbrook Road
Raleigh, NC 27658

1. **The Write Stuff**

   Expository writing program designed specifically for ABE/GED learners.

2. **All Spelled Out**

   Four–book developmental series designed for both ABE and GED learners.

3. **Lifescenes**

   Reading and writing for comprehension.

4. **Lifeskills**

   Developing consumer competence.

5. **From Pictures to Passages: Building Skills in Reading Comprehension**

6. **From Pictures to Passages: Stories for Adults**

7. **New Beginnings in Reading: The Key to Literacy**

8. **GED Satellite Program**

   Five book in-depth instructional program for all five GED test areas.

9. **GED Assessment Program**

   Complete testing program.

10. **New GED: How to Prepare for the High School Equivalency Program**

11. **The Writing Skills Workbook Series**

    This enables you to design an individualized supplemental practice program for every student.

12. **Number Power**

13. **Building Basic Skills**

    Designed to strengthen adult-learners' basic skills while preparing them for future work in the five GED test areas.

14. **Study Aids**

    Quick review or development of study skills.

GED MATERIALS

RANDOM HOUSE and BLS Inc.

A. Spelling Skills

1. Spelling Improvement
   Basic Spelling Rules
   Consonants and Vowels
2. Mediums of English
   Punctuation
3. Spelling Difficult Words
   Homonymns
4. Mediums of English
   Capitalization

B. Usages/Parts of Speech Skills

1. Improving Your Writing
   Improving Your Grammar
2. Improving Your Writing
   Improving Your Style
3. Improving Your Writing
   Improving Your Sentence Structure

C. Literal Reading Skills

1. Tutorial Comprehension
   Sequence
2. Reading – Tutorial Comprehension
   Main Idea, Level B, practice lessons
3. Reading – Tutorial Comprehension
   Inference, Level B, practice lessons

D. Critical Thinking Skills (Hoffman Educational Systems)

1. Reality and Fantasy
2. Generalizations
3. Summarizing
4. Author's Purpose
5. Characters' Lives
6. Judging Appropriateness

INSTRUCTIONS FOR TAPING

1. Label tapes as you go along:

   Tape 1 Side 1A
   Tape 1 Side 1B
   Tape 2 Side 2A
   Tape 2 Side 2B

2. To begin taping, start by reading the title of the text.

   For example: "The name of this book is, **Adventures in Welding**."

3. Do not read:
   a. title page
   b. preface
   c. table of contents

4. Start with Chapter 1.

   ALWAYS CITE THE PAGE NUMBER FIRST. INDICATE EACH NEW PAGE WITH A SIGNAL OF *TWO LOUD TAPS ON THE RECORDER.*

   For example:

   Page 1 (tap tap) "Welding as a career can prove to be exiciting and interesting"

   Page 2 (tap tap) "...framework does however..."

5. Do not read:
   a. picture captions
   b. charts
   c. graphs
   d. tables
   e. footnotes

6. End with the last chapter by saying:

   "This concludes the book, **Adventures in Welding.**"

7. Do not read:
   a. references
   b. index
   c. glossary

8. Label tapes as follows:

   Title: **Adventures in Welding**
   Page Numbers: 1–122
   Tape Number: 1 Side 1A

   Title: **Adventures in Welding**
   Page Numbers: 122–165
   Tape Number: 1 Side 1B

9. Please read clearly and distinctly at a normal pace. Do not worry about erasing. If words or phrases are mispronounced make corrections and keep going.

RECORDKEEPING TECHNIQUES

Overview

The basic skills instructor is responsible for a number of objectives. In order to maintain a sense of success or record the need for improvement, the BSI must keep accurate records of activities/interventions. With IEP intervention, IVEP writing, and the need to determine effectiveness of the BSI programming, comes paperwork. This segment of the manual serves to provide suggestions on handling this area of the BSI's duties.

What Can the Basic Skills Instructor Do to Determine the Effectiveness of Programming for Special Needs Students?

The purpose of basic skills instruction is to ensure that special needs students receive assistance necessary to be successful in their vocational class. In order to try to determine effectiveness of programming the BSI might:

- Check to make sure the student has received a vocational evaluation and is in the appropriate vocational class.
- Monitor student progress through monthly progress reports or quarterly grades.
- Examine student's test grades.
- Ask the student how he/she is progressing or where help is needed.
- Discuss progress or upcoming potential concerns with instructors on a frequent basis.
- Monitor progress of student in meeting IVEP or IEP goals and objectives on time.

How Can Basic Skills Instructors Evaluate the Effectiveness of Their Program?

Evaluation of the Basic Skill's program is indeed important. The goal of program evaluation is to improve the services through a process of gathering and providing useful information for decision making.

These steps are important components of the evaluation process. The BSI should consider them in an evaluation program.

Plan: Determine the goals and objectives of the program at the beginning of the year, and define the criteria (level of performance) to be achieved.

Implement: Carry out activities to accomplish the identified goals and objectives.

Evaluate: Compare the outcomes of the program with the level of performance criteria.

Decide: Based on evaluation results, prioritize activities, and decide what changes are needed for further improvement of the program.

When writing annual program goals, the Basic Skills Instructor should determine what types of activities should be evaluated and how they should be evaluated. Once annual goals are written, a BSI may decide to write quarterly goals. In doing this each quarter, the BSI may be able to keep track of progress made toward the annual goals of the program.

Program evaluation should be both formative (ongoing) and cumulative. Formative evaluation is continuous throughout the year and looks at processes and products of the programs. Cumulative evaluation looks at all of the formative data and provides an end of the year look at the progress made.

Formative evaluation would include quarterly grade reports of disadvantaged/handicapped students in vocational classes. The end of the year (cumulative) grade report can help a BSI know if annual goals were met (assuming passing grades was one of the annual goals).

What are Some Suggestions for Maintaining Records of Special Needs Students' Progress in Academic and Vocational Courses?

The maintenance of records for special needs students is a must for a number of reasons. It helps the student "see" progress, provides one complete source of information on one student, and helps when monitoring the BSI program. The BSI should:

- Give the student copies of his or her vocational goals and objectives with dates for accomplishment specified. Meet regularly with the student to review his/her progress.
- Copy student's course schedule and check on grades (monthly, quarterly, etc.). Write grades down and chart or graph progress.
- Look at and carefully monitor the student's transition plan/goals and modify as needed.
- Keep copies of all contacts with students by having a sign-in sheet for any student visiting your class.
- Keep a card in the front of each student's file to record parent contacts, dates of communication, and conversations. Parents may have some important information regarding their child's progress.
- Records of the student's vocational evaluation should be kept with information regarding improvement of identified deficit areas.
- A record of dates for referral of a special needs student to resource personnel indicates progress toward various goals for a student. (For example: keeping dates of referrals to the Job Placement Specialist, the Vocational Special Needs Counselor, or the Vocational Rehabilitation Counselor delineates which steps have been taken to help the student and which are left to complete).

How Might the Basic Skills Instructor Facilitate the Development of Innovative Programs or Materials?

One way to determine how to facilitate innovative programs or materials is to identify what type of programs or materials are needed. The BSI might do this in a number of ways such as:

- Ask Vocational Instructors to fill out a Needs Survey seeking the types of programs or materials they would like to see or feel would benefit their program.
- Review the vocational programs and materials already on hand at the vocational school. Determine where deficits lie when comparing to what you have identified as a need.

- Talk to other BSIs around the state.
- Review vocational catalogs and preview materials which appear to be applicable to the programs with which you work.
- A vocational special needs advisory committee might be of great service in designing innovative programs or introducing new materials to classes.
- Carefully examine the areas of each program where students performed poorly. Try to determine if an innovative program or material might have helped. Then preview materials or determine with a task force some options.
- Review current literature to gather ideas for new program options.
- Talk to the Vocational School's Administrators regarding needs as they perceive them. Get their input for possible changes.

What is an IEP and What is the Basic Skills Instructor's Role in Writing an IEP?

P.L. 94–142, the Education of All Handicapped Children Act, places responsibility for identifying and educating handicapped students, ages 5–21, with all educators, not just special educators. This legislation specifies the development of an Individualized Educational Plan (IEP) for all handicapped students. The IEP benefits both students and educators by providing a comprehensive plan for the delivery of educational services, instruction, and responsibilities. The IEP is a plan which provides structure and guidance to the educational program, maximizing the potential for success of the handicapped student.

There is no state mandated format for an IEP, so there will likely be differences in IEP forms from sending schools. In general, the IEP form must include the following information:

- Present Level of Performance. The participants in the IEP meeting first must state clearly their understanding

of the child's present level of educational performance. This information is derived from formal and informal assessment processes. It summarizes both the strengths and weaknesses of the student.

- **Annual Goal(s).** These should describe what the handicapped child can reasonably be expected to accomplish within one year. Goals should relate to the weaknesses identified in the present level of performance.
- **Short-term Objectives.** These must be measurable and provide intermediate steps between the child's present level of performance and the established goal.
- **Specific Support Services.** These services, such as occupational therapy, physical therapy or special transportation, are provided as necessary in order for the student to benefit from special education services.
- **Percent of Time in the Regular Classroom**. The extent to which the student will be able to participate in regular education programs should be described.
- **Dates for Initiation of IEP and Review of Services**. The IEP should indicate when services will begin and when it is anticipated they will end. The IEP must be implemented as soon as possible following the meeting during which the IEP is developed and reviewed at least once during each school year.
- **Specific Criteria for Evaluation of Student Progress.** Evaluation criteria specify the level of performance a student must demonstrate to indicate achievement of a particular objective. Evaluation procedures are the means which will be used to assess student performance. Evaluation schedules establish a time line which tells when achievement of specific objectives is expected.

The IEP is considered to be confidential and the goals and objectives must be evaluated at least annually (Resource Guide, 1981, pp. 19–20). School districts can share the IEP with vocational school representatives when this is part of educational planning. Missouri mandates that the IEP of a student enrolled in a vocational program must be easily accessible to vocational educators and support personnel working with the student. In addition, the Carl Perkins Act of 1984 mandates that vocational goals and objectives be included in the IEP of secondary students enrolled in vocational training.

The role of the BSI, who is funded to educate handicapped students, is to participate in the planning and implementation of the IEP goals and objectives. Specifically, the BSI should:

- Provide information regarding the student's present level of academic performance if available.
- Assist in the establishment of realistic goals and objectives.
- Assist in the implementation of the goals and objectives.
- Assist in the evaluation of the performance of the student in meeting the established goals and objectives.

In the event that it is not possible for the BSI to attend the IEP meeting, basic skills goals and objectives necessary for vocational education programming should be communicated to a representative of the IEP team in order to be presented for consideration.

What is an IVEP and What is the Basic Skills Instructor's Role in the Development of an IVEP?

The Individualized Vocational Education Plan (IVEP) or Individual Vocational Plan (IVP) is a required document for all disadvantaged students who are receiving vocational education services through the Carl Perkins Act. The IVEP should contain vocational goals for disadvantaged students enrolled in a vocational training program.

Vocational goals are individualized based on the student's needs and helps the teacher in planning learning experiences to meet the student's goals. When the assessment of the student's needs show that he/she could benefit from early entry into a vocational program, this can occur, but the student must be at least a ninth grader or fifteen years of age. An IVEP is the vehicle whereby teachers and resource personnel can describe the student's need and state specific goals for him or her to attain each year in the vocational program. An IVEP must be developed for all disadvantaged students and is considered confidential. The writing of an IVEP should be conducted by a team of representatives including the student, parent, BSI, vocational special needs counselor, and ad-

ministrator. The IVEP does not need to be long and involved, but does need to state clearly:

- Present levels of performance;
- Documentation of eligibility for early entry (meets criteria of disadvantaged);
- The reason/justification for early entry, including the assessment of the student;
- The program the student is going to enter and the long range vocational goals;
- A tentative listing of vocational, related courses and other courses to meet the student's overall education plan;
- The resource (support) services needed (including any modifications or adaptations necessary for the student to succeed);
- The goals and objectives the student should be able to accomplish in a given time period (quarter, semester, year);
- Annual review date;
- A transition plan for the student upon leaving the program (long-range plans for placement or further training).

In addition to these components, the student's strengths and weaknesses as well as academic achievement scores should be considered for inclusion into the IVEP. Other components might include learning styles, study skills habits, and weaknesses in generalizable skills. (See Resources for sample IVEPs.)

The BSI's role in the development of an IVEP is to participate in the planning and implementation of the IVEP goals and objectives. The BSI should:

- Provide information regarding the student's current level of achievement.
- Assist in establishing realistic goals and objectives.
- Assist in the implementation of goals and objectives.
- Assist in evaluating performance of students.

What is an IWRP and What is the Basic Skills Instructor's Role in the Development of the IWRP?

An Individualized Written Rehabilitation Program (IWRP) is the document used by the Division of Vocational Rehabilitation to plan a handicapped client's services. The Vocational Rehabilitation counselor is responsible for the completion of this plan, but he/she may request assistance from the BSI, VRE, vocational instructor or special educator when writing the plan. A copy of an IWRP form can be found in the Resources section.

If a student has an IEP and is also a client of Vocational Rehabilitation [such as a student on a Vocational Adjustment Coordinator (VAC) case load], a cooperative work effort should be evidenced by coordination of services in the IEP and IWRP.

What are Some Sample Basic Skills Goals and Objectives Needed by Individual Special Needs Students for Vocational Classes?

Following are examples of sample goals and objectives.

Goal: Improve math reasoning skills.

Objectives: 1) Given 9 weeks of instruction and hands-on practice in measuring, the student will accurately measure to 1/16 of an inch 80% of the time as determined by the BSI.
2) Given 6 weeks of instruction and practice in micrometer reading, the student will accurately measure tools to the one-thousandth of an inch 90% of the time as determined by the basic skills instructor and vocational teacher.

Goal: Improve reading comprehension.

Objective: 1) Given reading instruction by the Basic Skills Instructor using the Small Engine book, the student will complete study guides and tests with 80% accuracy or better.

Areas which might be addressed by the Basic Skills Instructor as goals include improvement and/or development of the following skills:

- math skills
- math reasoning
- vocational math skills
- written expression
- reading comprehension
- reading skills
- listening skills
- language/communication skills
- classroom behavior
- ability to follow directions
- work habits skills
- employability skills
- interpersonal skills
- self–help skills
- study skills
- physical mobility
- gross motor skills
- fine motor skills
- prevocational skills
- vocational skills
- on–the–job performance
- home/school communications
- self–concept
- attitude toward school and work

(Adapted from: Sarkees & Scott, 1985, pp. 150, 152.)

Resources

- Individualized Written Rehabilitation Program (IWRP)
- Daily Contact Log
- Student Progress Report
- Weekly Progress Report
- Sample Individualized Vocational Plan
- Sample IVEP
- Individual Vocational Education Plan
- Informal Vocational Assessment Summary

Individualized Written Rehabilitation Program

Missouri Department of Elementary & Secondary Education
Division of Vocational Rehabilitation

Individualized Written Rehabilitation Program
Office _____

Initial Program _____
Amended Program # _____
Supplemental Program # _____
Date _____
SS # _____
PA # _____
SSDI _____
SSI _____

Form 90-940-505
Revised 4/78

1. In accordance with Regulation 1361.37 of Public Law 93-122 as amended, the above named individual:
   ___ Meets the basic eligibility requirement for Vocational Rehabilitation Services specified in Regulation 1361.33b.
   ___ Does not meet the eligibility requirements for Vocational Rehabilitation Services specified in Regulation 1361.33b.
   ___ Meets the requirements specified in Regulation 1361.36a for a period of Extended Evaluation.

2. The basis for the decision checked in Item 1 is as follows:

3. Vocational Goals: (Indicate projected dates the goals might be achieved.)

   A. Vocational Goal:

   B. Intermediate Objectives:

4. Services to be provided by Vocational Rehabilitation (Indicate approximate beginning and ending dates for each service):

5. Client participation in cost of services and similar benefits:

Page 2

6. Client responsibilities:

7. Views of the client regarding goal, objectives and services planned:

8. Schedule of Review and Evaluation of Progress:

9. Basis for closure: ___ Rehabilitated ___ Other

10. Post-employment services planned with client. ___ Yes ___ Not Applicable

11. Annual review explained to client. ___ Yes ___ Not applicable

_____ _____

Supervisor **Counselor**

Note: A copy of this program is to be furnished to the client, parent or guardian.

I have participated in the development of my "Individualized Written Rehabilitation Program". I accept it and understand that it is subject to change or termination on the basis of changing circumstances and new information. I acknowledge receipt of information regarding my rights in the event of any dissatisfaction.

_____

Client, Parent or Guardian

DAILY CONTACT LOG

DATE NAME PROGRAM AREA/REASON TIME IN TIME OUT

LOG SHEET WHICH IS USED DAILY TO KEEP TRACK OF STUDENT CONTACTS

STUDENT PROGRESS REPORT

NAME	PROGRAM	OBJECTIVE	COMMENTS

STUDENT'S NAME DATE PRESENT GRADE

SUBJECT

WEEKLY PROGRESS REPORT

INSTRUCTIONS

1. The intent of this report is to make you aware of your child's status in the subject listed.

   ____ (GOOD) ____ (SATISFACTORY) ____ (NEEDS IMPROVEMENT)

2. Please study the items listed below, as well as additional comments.

PRESENT STANDING:

____ Aptitude in Subject	____ Attendance	____ Test Scores
____ Background in Subject	____ Tardiness	____ Homework/Notes
____ Motivation	____ Preparation for Class	____ Attention
____ Working to Potential	____ Responsibility	____ Participation
____ Other-see comments below	____ Has Required Material	____ Cooperation

---

SUGGESTIONS FOR IMPROVEMENT:

____ Continue Good Progress	____ Bring Pencil, Paper, Books	____ Improve Preparation
____ Improve Effort	____ More Serious Approach to Learning	____ After School Help
____ Parent-Teacher Conference		

ADDITIONAL COMMENTS:

SAMPLE

Individualized Vocational Plan (IVP)

Class _____ Student _____

Instructor _____ Dates From _____ To _____

Goals and Objectives: _____

_____

_____

Student Strengths (Utilize These)	Weaknesses (Help Improve These)	Course Objectives:	Evaluation Procedure:	Resources:	Change or Modification

IVEP

ELIGIBILITY (Documentation enclosed)

Disadvantaged
___ Academic
___ Economic
___ Limited English Proficiency
___ Visual Impairment
___ Other (list):
_____
_____
_____
_____

Handicapped
___ Deaf/Hard of Hearing
___ Health Impairment
___ Mental Retardation
___ Orthopedic Impairment
___ Serious Emotional Disturbance
___ Specific Learning Disability
___ Speech/Language Impairment

ESTS/ASSESSMENT ADMINISTERED DATE

Achievement	_____	__/__/__
	_____	__/__/__
Aptitude	_____	__/__/__
Interest	_____	__/__/__
	_____	__/__/__
Prevocational	_____	__/__/__
Other (list)	_____	__/__/__
	_____	__/__/__

VOCATIONAL PROGRAM/CLASS

Enrolled ___
Recommended ___
___ Agribusiness
___ Business Education
___ Consumer Homemaking
___ Health Occupations
___ Industrial Arts
___ Marketing & Distributive Education
___ Occupational Home Economics
___ Trade and Industrial
___ Other (list)
_____
_____

RECOMMENDATIONS

PROGRAM PLACEMENT

Academic: Regular ___ Modified ___
Vocational: Regular ___ Modified ___
Other (list): _____
_____

SKILLS TO BE IMPROVED

___ Career Awareness
___ Community Living
___ Communication
___ Computation
___ Employability
___ Independent Living
___ Transitional
___ Vocational
___ Other (list): _____

SERVICES/PROGRAMS

___ Community Agency (specify)
_____
_____
___ Computer Assisted Instruction
___ Cooperative Education (COE)
___ Degrees of Reading Power (DRP)
___ Double 'E'
___ Individualized Instruction
___ Integration of Basic Education and Vocational Education
___ Missouri Cooperative Work Study Program (MCWP)
___ Peer Tutoring
___ School Within A School (SWAS)
___ Specialized/Adapted Equipment
___ Tutoring
___ Vocational Counseling
___ Vocational Evaluation/Assessment
___ Vocational Resource Educator

DATES:

INITIAL PLAN __/__/__
ANNUAL REVIEW __/__/__

LONG TERM GOAL: _____ __/__/__

_____ __/__/__
_____ __/__/__

PREPARED BY

_____
Signature
_____ __/__/__
Title

DEVELOPERS OF PLAN

Student _____
Parent/Guardian _____
Voc. Counselor _____
Voc. Instructor _____
VAC _____
VRE _____
Voc. Evaluator _____
Other (specify title) _____
_____

REVIEWS/REVISIONS

DATE	SIGNATURE	TITLE
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____

IVEP

	9th GRADE	10th GRADE	11th GRADE	12th GRADE
	CREDITS	CREDITS	CREDITS	CREDITS
CLASSES 1st Semester				
	TOTAL	TOTAL	TOTAL	TOTAL
CLASSES 2nd Semester				
	TOTAL	TOTAL	TOTAL	TOTAL

ACADEMIC SHORT TERM GOALS

VOCATIONAL SHORT TERM GOALS

SOCIAL BEHAVIOR SHORT TERM GOALS

Individual Vocational Education Plan

Prepared for _____ Expected Graduation 19_____

Long Range Vocational Goal _____

_____

TENTATIVE CLASS SCHEDULE 1st Semester	2nd Semester	DESCRIPTION OF SERVICES

Grade 9 _____

19__-__ _____

_____

Annual Goal/Objectives _____

_____ Attained? _____

Grade 10 _____

19__-__ _____

_____

Annual Goal/Objectives _____

_____ Attained? _____

Grade 11 _____

19__-__ _____

_____

Annual Goal/Objectives _____

_____ Attained? _____

TENTATIVE CLASS SCHEDULE 1st Semester	2nd Semester	DESCRIPTION OF SERVICES
Grade 12		
19__-__		

Annual Goal/Objectives _____

_____ Attained? _____

After Graduation

Prepared By	Position	Date

Projected Date(s) for Review/Update _____

Comments:

INDIVIDUAL VOCATIONAL EDUCATION PLAN

CONFIDENTIAL
INFORMATION

Informal Vocational Assessment Summary

Student's Name _____ Age _____ Sex _____ DOB _____ Home School _____ Grade _____
Parent's Name _____ Address _____ Phone _____

I. GOALS

A. Vo-tech training interests
1st choice _____
2nd choice _____

B. Goals/interests for after high school graduation.
1. _____
2. _____
3. _____

C. Parents comments _____
_____
_____

D. ATTACH COPIES OF STUDENT'S 4-YEAR PLAN AND TRANSCRIPTS.

II. BACKGROUND/READINESS

A. Prior training/experience
1. Work experience
a. Paid _____
b. Volunteer _____
c. Other (school jobs, etc.) _____
_____

B. Coursework
1. Practical arts classes and grades.
_____ _____
_____ _____
_____ _____

C. ACCESS SKILLS (attach checklist)
_____ Adequate _____ Lacking in some areas

D. Physical characteristics
1. Height _____ 2. Weight _____
3. Vision _____ Glasses _____ Contacts _____
4. Hearing _____
5. Medications _____
6. Physical limitations _____
_____

E. Attendance
1. Number of days missed: This year _____ Last year _____
2. Suspensions/detentions: This year _____ Last year _____
3. Excessive tardies _____
Reasons _____
_____

F. Grooming/behavior skills

E = Excellent
A = Adequate
NI = Needs Improvement

	E	A	NI
Wears appropriate clothes			
Clothes neat and clean			
Hair neat and clean			
Takes daily shower/bath			
Brushes teeth daily			
Keeps hands clean			
Uses make-up appropriately			
Peer interactions			
Interactions w/authority			
Reaction to criticism			
Attention to task			
Ability to follow oral directions			
Ability to follow written directions			
Quality of work			
Quantity of work			
Initiative			
Works safely at all times			
Turns in assignments			
Attitude towards school			
Fine motor skills			
Gross motor skills			

III. RECENT TEST DATA

A. Intelligence
WISC-R
Date _____ Other _____
Verbal _____
Performance _____
Full Scale _____

B. Achievement
Test _____ Date _____
Reading _____
Math _____
Written Language _____
Spelling _____

C. Aptitude (Aptitude tests, observations)
ASVAB Date _____ GATB Date _____
OTHER/Date _____

Strengths	Weaknesses
_____	_____
_____	_____
_____	_____
_____	_____

D. Interest Inventory
Inventory Used _____
Area of Interest _____

E. Preferred Learning Style
___Auditory ___Visual ___Kinesthetic ___Combination

IV. RESOURCE INFORMATION

A. Special Services Teacher
_____

B. Counselor _____
C. Date of last IEP/IVP review _____
D. ATTACH COPY OF IEP/IVP

V. SPECIAL LEARNING NEEDS

A. Diagnostic category
_____

B. Areas of strength
1. _____
2. _____
3. _____

C. Areas of weakness
1. _____
2. _____
3. _____

D. SPECIAL CONSIDERATIONS NEEDED
(Please check)

____ Notification of special teacher or counselor concerning
____ reading assignments
____ written assignments
____ math assignments
____ tests
____ Supplemental study guides or hand outs
____ Assistance with note-taking
____ Needs to use calculator
____ Sit near front of room
____ Tests read to student
____ Additional time needed to complete tests
____ Adjusted course curriculum
____ Pass/Fail grading
____ Use of behavior contracts
____ Career counseling
____ Monthly progress reports
____ VRE monitoring/counseling
____ Parent contact
____ OTHER (health related, assistive devices, etc.)
____ _____
____ _____
____ _____

MEETINGS AND CONTACTS

Overview

Often the BSI meets with vocational teachers, special education teachers, administrators, counselors, and other personnel involved in the education of special needs students. In order to profit from each of these contacts, the BSI must be well-prepared and organized with a sense of purpose for each contact. This requires a variety of techniques or ideas, and this section of the manual attempts to look at some of the ways in which these meetings or contacts might be handled.

The BSI is also involved with parents and advisory committee members. The input of each of these groups into the programs and services of the basic skills program can be extremely valuable. Suggestions for handling the concerns of parents and advisory committee members are also included in this section of the manual.

What are Some Suggestions for Working with Vocational Instructors to Coordinate Remedial Work Requirements?

The BSI may need to schedule regular meetings with the vocational teacher to check on the student's progress. During regularly scheduled meetings the BSI might try to determine the following week's lesson plan so that their assignments could complement those of the vocational teachers. In the resource section is a sample of a lesson plan form to be given to the vocational teacher and a weekly assignment sheet that the BSI might use to organize goals for the week. If it is possible, the BSI may want to coordinate with the vocational teacher to visit the classroom and instruct a small group of students in need of special assistance. Students working with the BSI might earn points which can be averaged into their grades.

Another simple method of coordinating work is to simply ask the vocational teacher if there is anyone who should be receiving assistance. (See weekly assignment sheets and weekly lesson plans in Resources.)

What Inservice, Workshops or Professional Meetings Might the Basic Skills Instructor Consider Attending and Why?

Any workshop or inservice meetings that deal with disadvantaged or handicapped student needs would be useful for the BSI. These workshops might be offered through the local school district, the Department of Elementary and Secondary Education, or a local or state college or university.

Workshops, inservices and professional meetings allow the BSI the opportunity to share ideas with colleagues as well as learn about new approaches and/or programs. Workshops are not only worthwhile in providing the BSI with new ideas, they are also helpful in providing teachers with enthusiasm when

they return to the classroom. Missouri LINC offers several workshops throughout the year which might be helpful to the BSI.

Examples of some appropriate workshops might include:

- Missouri Vocational Association Annual Summer Conference
- Department of Elementary and Secondary Education workshops and conferences for vocational special needs staff
- Conferences put on by various organizations of which the BSI might be a member such as: International Reading Association, Council for Exceptional Children, etc.
- At-Risk Youth Conferences

How Might a Basic Skills Instructor Improve Communication Between Teachers and Counselors to Coordinate Delivery of Services?

Communicating with a variety of individuals, updating information and passing needed information along to the right person requires superior organizational skills. The BSI can assist in communicating and coordinating services with school district personnel as well as working with parents and other community members to assure they are aware of the programs available to disadvantaged and handicapped students.

The BSI may want to coordinate meetings between regular teachers, special education and vocational education teachers and counselors. Monthly meetings would allow the team to discuss various student's needs and to coordinate the services required by each one.

What are Some Suggestions for Building Rapport with Administrators?

The BSI needs to develop relationships with many educators, including:

- vocational school director,
- principals of sending schools,
- special education directors/administrators of sending schools,
- guidance and counseling directors of sending schools,
- state department personnel in both special education and vocational special needs.

Building rapport with administrators may be an evolving process. Consider the goals of the institution and the roles and responsibilities of the administration. Interacting with the administrative team is crucial to the establishment of rapport and will take time. Remember to:

- Effectively communicate with the administration on specific goals and objectives of the Basic Skills Program.
- Arrive at a consensus in terms of the short term and long range goals.
- Clarify the position of the administration regarding growth of programs/services.
- Facilitate a flow of information to administrators. Keep them informed of program growth, direction and scope.
- Communicate with administrators once a week (in person if possible, by memo if not).
- Acknowledge administrative support when it is given.
- Follow protocol (formal and/or informal).

Some specific activities to help increase communication and coordination may be:

- Presentations at superintendent's meetings.
- Presentations at local school board meetings.
- Inservice information sessions at faculty or departmental meetings (special education, counselors, administrators).

- Brief letter describing achievements of the year, or include these as part of the sending school's newsletter, if available.

How Might the Basic Skills Instructor Ensure that Vocational and Regular Education Curricula are Related?

The BSI is in the unique position of being a support to both the vocational and regular education teacher. One way to ensure that the regular and vocational education curricula are related is to establish monthly or quarterly scheduled meetings of the regular and vocational teachers. During this period the instructors could discuss their respective curriculums and coordinate areas in which the BSI could assist each student. This could also be addressed through advisory committees.

What is the Role of a Basic Skills Instructor on Various Advisory Committees?

As a member of an advisory committee, the BSI may be able to offer special insight about students' needs. The BSI's role is to represent his/her institution and most importantly to be an advocate for special needs students.

Advisory committees can be very effective in involving the private sector in preparing individuals for employment, in promoting the quality of education, and in making the vocational system more responsive to the labor market. These are all goals of the Carl D. Perkins Vocational Education Act of 1984.

What is the Basic Skills Instructor's Role in Notifying Disadvantaged Students' Parents About their Progress in Vocational Classes as Related to Basic Skills?

The BSI might talk with the vocational teacher so that he/she can communicate with the parents about the student's progress. In addition, the BSI may speak directly with parents regarding the student's progress. The BSI may want to inform parents of disadvantaged students of other special services that are offered through the school and community.

A quarterly or semester report is another tool for communicating with parents. This might allow the BSI to give parents positive feedback in case they later need to confront parents regarding problems that a student is exhibiting.

Who are Some of the People with Whom the Basic Skills Instructor Needs to Coordinate and Work?

It is essential that the BSI coordinate activities and work cooperatively with many people. To ensure the success of each student the BSI must coordinate activities with the following people:

- The vocational teacher
- The regular education teacher
- The special education teacher
- The counselor/special needs counselor
- The VRE
- Parents of special needs students
- Administrators
- Vocational Adjustment Coordinator
- Supplementary teachers
- Teacher aides

Resources

- Weekly Lesson Plan
- Weekly Assignment Sheet
- Basic Skills Center
- Sample Basic Skills Services
- Advisory Committee Evaluation Form

SAMPLE

WEEKLY LESSON PLANS

VOCATIONAL CLASS _____
DATE _____

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PLEASE TURN IN BY FRIDAY WHEN PLAN BOOKS ARE TURNED INTO THE OFFICE. YOUR COOPERATION IS GREATLY APPRECIATED.

Note: These forms are completed by each vocational instructor on a weekly basis with copies given to the BSI.

SAMPLE

WEEKLY ASSIGNMENT SHEETS

DATE _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AIR COND.					
AUTO MECH.					
AUTO BODY					
AG. MECH.					
BLDG. TRADES					
DATA PROCESSING					
ELECTRONICS					
HEALTH OCC.					
SMALL ENGINE SHOP					
GRAPHIC ARTS					

Note: From the weekly lesson plan, the BSI (using this form) can schedule each day—how and when to work with students in each vocational class—in order to best comprehend material.

BASIC SKILLS CENTER

The Basic Skills Center, also known as The Fundamentals of Learning Center, is a service offered at _____ Area Vocational Technical School. This is a service to help students become successful in their vocational training program and make an easier transition into the employment field.

Students receive help on an individual basis and through individual and small group instruction. The center provides assistance in the areas of mathematics, reading, writing, and study skills.

Instruction is varied according to the type of program, the student needs, and the training instructors' techniques. Some students prefer to stay in their training program and have the basic skills instructor work with them in their class, others prefer group or one on one help in the center.

The area training textbooks are on audio tapes and located in the Fundamentals of Learning Center for the students' use. Students can also come to the Basic Skills Center to have tests read to them. Students can get help with their writing assignments and have study guides developed to help prepare for tests.

Math is done by related areas. In some classes, teachers have requested weekly math blocks for the entire class, and other classes come on a weekly basis, but are voluntary for the students.

Another service offered by the Basic Skills Center is group inservice. The in-services deal with topics such as: communication skills, grooming and career dressing, self–value, family and work, work transition, stress, goal setting, and coping skills. The Basic Skills Instructor reinforces the academic skills given by the individual training instructors and serves as a support to help control the educational frustrations of students as they work through their programs.

Note: This is used to introduce services to students and instructors.

SAMPLE

BASIC SKILLS SERVICES

INDIVIDUALIZED TUTORING SERVICES

remedial reading
remedial math
program related math
program related vocabulary
help with reading assignments
study skills
read test to students
write answers for students
help students prepare for tests
re–take of tests
locate and make available other resources

STUDENT SELECTION

students receiving below a "C"
students progressively losing ground
students academically frustrated
students with writing problems
poor study skills
poor/non readers
students with poor math skills

Note: Handout for instructors and students to identify services offered through basic skills programs.

SAMPLE

Advisory Committee Evaluation Form

1. How many times did you meet this past year? _____ (Indicate #)
2. How many times do you plan to meet this next year? _____ (Indicate #)
3. What percent of your committee attended **all** your meetings this past year?

   _____ About 50 percent
   _____ About 60 percent
   _____ About 70 percent
   _____ About 80 percent
   _____ About 90 percent
   _____ 100 percent

4. How many members have served on your committee for:

   _____ just appointed
   _____ one year
   _____ two years
   _____ more than two years

5. Membership appointments are staggered so that continuity is maintained. ___ Yes ___ No
6. Committee members are fully informed in writing as to the purpose, function, and responsibility of the advisory committee. ___ Yes ___ No
7. A written agenda is distributed to each advisory committee member prior to meetings. ___ Yes ___ No
8. Minutes of advisory committee meetings are distributed to local school administrators and each committee member. ___ Yes ___ No
9. The advisory committee is given public recognition by the local program. ___ Yes ___ No
10. Recommendations made by local advisory committee are given consideration by local program personnel. ___ Yes ___ No
11. The majority of prior meetings have been held in school or classroom. ___ Yes ___ No
12. The majority of prior meetings have been held at same time (night, noon or morning). ___ Yes ___ No

FORM DEVELOPED BY: *Dr. James Navara, Business and Vocational Education, The University of North Dakota, Grand Forks, ND.*

COUNSELING, TRANSITION, AND EMPLOYMENT

Overview

No matter what type of instruction the teacher has received, he/she often needs to counsel secondary students with their unique difficulties and questions. The attitudes and motivational concerns educators find themselves facing when working with secondary students, often pose problems. Basic skills instructors have indicated a desire to gather ideas and suggestions on how to cope with motivation and attitudinal concerns as well as transition efforts to help motivate students. This section of the manual attempts to look at some possible suggestions of ways to help the secondary special needs student through counseling, transition, and employment concerns.

What are Some Suggestions the Basic Skills Instructor Might Use to Help Special Needs Students Develop a Positive Attitude Toward Themselves?

The disadvantaged or handicapped student's negative attitude toward school is likely to pose major hurdles for the BSI. It is important to try to ascertain the reasons why a poor attitude has developed, and to determine what would help the student to develop a better attitude in order to increase his learning capabilities. Some suggested strategies include:

- If the special needs student has developed an "I can't do it" attitude, it may be important to build success into small sequential steps of assignments and to post progress toward the goal.
- Help the student develop goals for his/her future.
- Teach to the student's learning styles to reduce frustration.
- Ask students to keep a journal to record the events of the vocational class or the Basic Skills Center. Respond to the students in writing in their journals. Let them know if you are concerned about their attitude without confronting them verbally and putting them on the defensive.
- Discuss with classes or individuals what they believe constitutes a positive attitude. This peer influence may help initiate change.
- Select nicknames (ones of endearment—with the student's approval). Often this can boost a student's self–esteem and thus his/her attitude.
- Demonstrate forgiveness. Once a problem has been settled, do not remain upset, but let go of the problem so the student does not have to feel ashamed of his/her mistakes forever.
- Help the student develop a sense of pride in himself/herself. Ask him/her to verbally (or in writing) describe things for which he/she is proud.
- Display cartoons. Be happy. It might be contagious!

What are Some Suggestions for the Basic Skills Instructor in Motivating Students?

An important factor when working with any student is motivation. Disadvantaged students may need a variety of techniques to motivate them. The following are a list of suggestions for the BSI to use or to suggest to other teachers when attempting to motivate handicapped or disadvantaged students.

- Determine the students' interests and capitalize on these when presenting new information or putting together a new unit.
- Provide motivating field trips, films, guest speakers, and activities.
- Give students the opportunity to assume responsibility in order to demonstrate their positive leadership qualities – assign the student to be "Supervisor" for the day.
- Be flexible, innovative, and creative in making programs of study "person-oriented".
- Personalize programs by demonstrating genuine interest in the student.
- Assign team projects so the student can demonstrate the known parts and learn from others. The total project will be a success – thus making him/her feel the success as well.
- Grades may provide a motivating factor. If homework is assigned, be sure to grade it and give it back with feedback right away. This positive point may make a world of difference.
- Allow students to select from a list, the area they will "teach" the other students (to reinforce what you have already presented).
- Make assignments clear and answer any questions students have immediately to save confusion and frustration. Show a sample of a completed project.
- Communicate successful performance to parents.
- Meet individually with students from time to time to promote one to one attention and positive interaction.

- Allow students to vote on student of the month. Post the student's picture on the wall and give rewards when appropriate.
- Provide a positive environment.
- Utilize the IEP or IVEP's stated strengths to build the areas of concern.
- Utilize performance contracts (set goals) where students contract for grades with only A, B, and C grade choices.

How Can the Basic Skills Instructor Help Special Needs Students Develop a Sense of Responsibility?

Responsibility may very well be one of the most important tasks we can teach special needs students. In order to get and keep jobs and be happy productive members of society, demonstrating responsibility may serve the student as well as or better than many tasks we teach. It is, however, a difficult area to teach, and comes with practice. Some suggestions for teaching students responsibility include:

- Make appointments with students and demonstrate to them how to schedule them on their calendar. Explain to them the importance of keeping appointments in order to help them succeed. Chart their responsible behavior.
- Demonstrate responsibility by keeping your word. If you say you are going to cover a particular topic with them, then do it.
- Assign the students to be responsible for cleaning, or caring for a certain part of the Basic Skills Center. Evaluate with them.
- Encourage students to call in when they are sick or unable to keep an appointment with you.
- Encourage students to follow directions. When directions are followed without difficulty, responsible behavior is being exhibited.
- Encourage students to ask questions. We become more responsible if we know what we are doing.

- Assist students in organizing their work and work area so no one gets hurt and nothing gets lost. This shows respect for the student, the classroom, classmates, and instructors.
- Discuss honesty with the students. A student who is honest about who broke a tool is demonstrating responsibility.
- Encourage students to look for tasks to do when their assignment is completed. This teaches them initiative which tells the instructor (or later the boss) that the student is responsible.

What is the Role of the Basic Skills Instructor in the Transition Process?

The BSI may be involved in the transition process in that they might refer the special needs student to appropriate job openings or to the vocational special needs counselor. Another referral may be to the vocational school's placement specialist who assists students in job selection. If the student has a current IEP or IVEP, the process of job development or attainment should be addressed at that time with the person responsible for the transition process being named in that document.

Often a number of people are involved in the transition process as it is an ongoing service which begins the first day the student attends school and continues through job placement. Agencies or other resource personnel might be involved and should be contacted in order to coordinate and avoid duplication of services which tend to confuse students. Others involved might include the:

- Vocational Resource Educator
- Vocational Adjustment Coordinator
- Special Education Teacher
- Transition Specialists
- Division of Vocational Rehabilitation Counselor
- Parents

- Job Service
- PIC/JTPA Representative

The BSI might assist the special needs student to prepare for a job by:

- practicing application and interviewing skills
- communicating and cooperating with employers if necessary
- incorporating appropriate transition goals in the students IEP or IVEP

The types of services a BSI provides in order to meet the transition needs of a particular student will vary from one school district to another depending on other support personnel in the school district.

A resource which might be useful for the BSI is the Guidance Activities for Special Needs Students manual (1987). This manual includes many activities that could assist the BSI to help the special needs student develop a positive attitude toward himself/herself. Specifically the chapters on Understanding Self and Understanding Others include suggested activities for the Missouri Model for Comprehensive Guidance Programs. These activities may be best carried out through a cooperative effort by the BSI and the Vocational Special Needs Counselor as the Counselor has received specific training to meet the emotional needs of the students.

Other chapters in that manual which might also be useful for the Basic Skills Instructor include: Basic Skills/Study Skills, Preparation for Finding Jobs, Finding Jobs, and Vocational Selection to name a few. (See Resources for sample activities.)

Resources

- How Well Do You Work with People?
- Why Employees Lose Their Jobs
- Letter of Application
- Preparing a Resume
- Sample Resume

HOW WELL DO YOU WORK WITH PEOPLE?

You can get some idea right now as to whether or not you will hold your job and get ahead. A great majority of people who fail to win promotional success or who lose their jobs or fail in business do so because: *They cannot get along with other people. They rub people the wrong way.*

YES NO Just how well do you get along with other people?

____ ____ 1. Are you *loyal* to your family, your friends, your school? (If so, you will likely be *loyal* to your employer – and loyalty is a must. If you find yourself *complaining* about your job, the hours, the pay, etc., then you should quit. If you don't quit, you will find that the job will soon quit you.)

____ ____ 2. Do you *admit* your mistakes? Do you "pass the buck"? (Admitting a mistake will make the boss think more of you than if you try to *cover up*.) The only people who don't make mistakes are people who don't do anything.

____ ____ 3. Are you careless about being on time? (*Punctuality* is expected. It may not win you any promotions, but a lack of it will certainly win you unemployment.)

____ ____ 4. Do you give the *impression* that you think the *world owes you a living?* (It doesn't you know.)

____ ____ 5. Do you grumble about the work you have to do? (Remember – you asked for the work.)

____ ____ 6. Can you accept *criticism*? (It is through mistakes that we learn – IF we correct the mistakes.)

____ ____ 7. Do you pass your problems on for somebody else to solve? (You'd better watch out for this on the job – the ones who solve your problems may be the ones who get ahead instead of you.)

____ ____ 8. Are you loud and boisterous? (A calm, quiet manner is much more *effective* with everyone. "Easy does it.")

____ ____ 9. Do you show *appreciation* when someone does something for you? (Showing appreciation doesn't cost you a thing, and will open many doors to you.)

____ ____ 10. Do you waste time on *long-winded conversations*? (*Small talk* and *little people* are very close *travelling companions*.)

____ ____ 11. Do you keep your promises? (Making good on all your promises means you're *dependable*, and *dependable* people get ahead.)

SOURCE: St. Louis Career Education Center. (1984). Career education manual for counselors. St. Louis, MO: St. Louis Public Schools.

WHY EMPLOYEES LOSE THEIR JOBS

TROUBLEMAKERS: the constant complainer, the person who picks fights or arguments, and the person who instigates fights among other workers costs employers in wasted time, sometimes damaged materials or equipment, and even helps to create dangerous situations. The easiest way to eliminate trouble is to eliminate the troublemaker.

CHRONIC ABSENTEEISM OR TARDINESS: the employers pays the employee to work because he/she needs to have the work completed. When an employee is often late or absent, work does not get done. Most employers can understand legitimate illness, but the employee who always has an excuse not to work, and even worse, the employee who does not call in when he/she is going to be late or absent is soon an ex-employee.

IRRESPONSIBILITY: the employee who does not worry about whether or not the job is done correctly, who is unreliable, who cannot be trusted to complete a job if the boss is not around, costs the employer money. Workers who cost employers money do not get to stay around for long.

DISLOYALTY: the employee who constantly complains and bad mouths the boss and/or the company to others is not proud of where he/she works and is not a good advertisement for his/her company. Usually, employees who are dissatisfied with their working conditions either need to try to work within the company to make changes or leave before they are fired.

FALSE STATEMENTS: the employee who lied on the job application about specific information or who lied during the interview may be fired, even if the truth does not become known for several years after the employee has been hired. Businesspersons feel that an individual who would lie on an application or during an interview, may lie about other things and cannot be trusted.

CARELESSNESS: the careless worker can be dangerous to himself/herself and to others. In non-dangerous situations, the careless worker can cause excessive waste of materials and equipment that costs the employer money.

DISHONESTY: the person who steals material or merchandise will obviously be fired, but a person is also a thief who steals extra time on breaks and who pretends to look busy when work is completed so that he/she will not be assigned more work to do.

INABILITY TO FOLLOW DIRECTIONS: the worker who cannot or will not follow the supervisor's instructions is usually replaced. The person who becomes angry when given instructions and who cannot control displeasure in a mature way creates tension for himself/herself and for others. If a person is known to disregard directions when not watched, the supervisor spends extra time watching him/her to make sure the job is done correctly. To eliminate this wasted time, the employee is discharged.

INABILITY TO OBEY RULES: the employee who feels that rules were made for other people can anger fellow employees by trying to get by with things the others are not allowed to do. The employee who does not obey the rules gives the impression that he/she thinks he/she is better than other workers. Most companies have rules for a purpose and the employee who decides not to obey endangers his/her own life and possibly others.

SOURCE: St. Louis Career Education Center. (1984). Career education manual for counselors. St. Louis, MO: St. Louis Public Schools.

SAMPLE

LETTER OF APPLICATION

121 Good Citizen Lane
Somewhere, MO 33333
March 1, 19--

Mr. Robert Brown
Director of Personnel
First United Bank
444 E. Central
Anytown, Missouri 44444

Dear Mr. Brown:

Ms. Mary Smith, my counselor at Somewhere Senior High School, has informed me that your bank has an opening for the position of Teller Trainee. I am very interested in such a position.

I shall graduate from Somewhere High, Somewhere, Missouri on May 25, 19--.

I have taken several business education classes such as accounting and bookkeeping, and I have completed three years of mathematics. With my experience as a cashier at McKing Hamburger Restaurant, my educational background, and my personal interest in this occupational area, I believe that I would qualify for the Teller Trainee position.

I am enclosing my resume for your inspection. My telephone number is (222) 555-1212. I will look forward to hearing from you.

Sincerely,

Joseph R. Doe

Enclosure

PREPARING A RESUME

Every student should have a working resume by the time he/she leaves school. A copy in the counselor's file might also be of help when working with job placement.

The special student or dropout's resume may simply be a work history. The more advanced student, however, might need a more complete one for a specific job, program, or school.

It is imperative that the counselor be able to assure himself/herself that each of his/her counselees has met the resume requirement. While this topic is covered in many programs and classes, especially communication skills classes and Career Education classes, the responsibility of making sure every student has the opportunity to compose one lies primarily with the counselor. A sample resume is found on the next page.

Remind your students that a resume:

- should be neatly typed and complete;
- should be accurate;
- can be hand carried or mailed;
- should include a cover letter explaining why the student has written and asking for an interview appointment.

A sample cover letter is included later in this section. The counselor should also refer to the lesson developing a resume in the Career Preparation manual.

•SAMPLE RESUME

(PERSONAL INFORMATION):
Name
Address
City-State-Zip

Date of Birth

Height
Weight

Optional Information-Use only if you think it will enhance your chance to get the job.

Social Security Number

Telephone Number (000) 000-0000
(Be sure to include the area code, even when applying for local jobs)

Marital Status

Children (Number)

(EDUCATIONAL INFORMATION):
High School - Years attended and date of graduation (If you have not graduated, include *specific* titles of courses that would relate to the job for which you are applying)
College/Trade or Technical
School Special courses you may have taken

For all schools listed above, be sure to include the name, address, and phone number including area code along with the years attended and date of graduation.

(WORK EXPERIENCE):
List places of employment in *reverse* chronological order, starting with the LAST place you worked, going backwards to the first. If you have had several different types of job, you may wish to use the ones that demonstrate skills that would apply to the particular job you are applying for now. If you have not worked before, do not forget to include such jobs as babysitting, mowing lawns, or others that you have received pay for doing. If you have worked as a *volunteer* at a hospital or elsewhere, do not forget to list these experiences in the work experience section. For all work experiences, remember to include:

Name & Address of Company, zip code
Title of Job you had
Your Duties on the job
Dates of employment (For Example: January, 1981 to August, 1981)

(SPECIAL ACTIVITIES OR ORGANIZATIONS):
List organizations and titles (Ex.: President, Soldan High School Glee Club; member, Southwest High basketball team in 1980 and 1981.)

(SPECIAL SKILLS):
List skills that might be helpful (Ex.: Type 50 w.p.m.; I speak fluent French)

(REFERENCES):
List references or state, "References furnished upon request". If you use references, be sure to include Name, Title, Work Address, and Work Phone Number. BE SURE TO ASK PERMISSION BEFORE YOU USE A PERSON'S NAME AS A REFERENCE!!!!

THIS IS A SUGGESTED OUTLINE OF A RESUME THAT WILL SHOW YOUR QUALIFICATIONS FOR A JOB. PLEASE BE BRIEF. A RESUME SHOULD BE NO MORE THAN TWO PAGES LONG.

SOURCE: St. Louis Career Education Center. (1984). Career education manual for counselors. St. Louis, MO: St. Louis Public Schools.

POSTSECONDARY

Overview

The basic skills instructor is one who provides individual or small group instruction in the areas of mathematics, reading, or writing skills essential for students to successfully complete a vocational education program. The BSI at the postsecondary level is in a rather unique position to offer services. Students at the postsecondary level are there because they have chosen to continue their education. They may or may not want or accept assistance from the BSI. In any case, before assistance begins, qualified students must be identified. The identification process may be extremely difficult, as the student does not always come with files or permanent records from previous schools attended. Often the BSI has no contact with the students who need help unless a colleague refers them for assistance.

Though a student may have qualified for services previously due to a handicapping condition or a label of "disadvantaged", an IVEP or an IEP may not accompany the student. It may be up to the BSI to search for information which might help in the establishment of these documents for services.

At the postsecondary level, the BSI may or may not have resource personnel with whom to collaborate. If those personnel are present, the way in which services are provided may differ from how BSI services are offered when there are no other support personnel on campus.

Competency levels are usually established for each course. Often the BSI may assist in the modification of these levels by working with other school personnel. While working with the instructors on course modifications, the BSI might also assist in developing study skills components for specific course curriculum. The BSI needs to develop a method of open communica-

tion with many faculty members in order to establish assistive networks throughout the campus for students. Professional and personal networks should be established and sources and/or individuals should be contacted routinely.

Other tasks which the BSI might be asked to complete may include the development of the budget and goals for the basic skills program.

Each basic skills program differs, and often the flexibility of the program is an important component in the ability to provide the services as they are determined. Ongoing evaluation of the BSI services is an important method for determining modifications needed in the program.

This manual attempts to outline some of the roles which are most often felt to be a part of the duties of the basic skills instructor. It is in no way meant to be a directive of the exact job description. The funding for a program determines the parameters of the job description. This section is devoted to postsecondary BSI whose unique needs and questions are addressed. The glossary at the end of the manual may be helpful if terminology used is unfamiliar.

How Can the Basic Skills Instructor Identify Students at the Postsecondary Level who are Handicapped or Disadvantaged?

The identification process is, of course, extremely important and often a time-consuming task. The following are some suggestions of ways to identify students who qualify for services from the BSI.

- Check admission records to discover any information the student might have included which would indicate a possible learning difficulty.
- Work with the admissions counselors (if your school has one). The counselors may have added information about a student who might need assistance.
- Distribute referral forms to faculty with suggestions for assistance.
- Once classes have started, ask all vocational instructors to indicate to you any student who may need assistance based on pre–tests or other classroom performance.
- Check ACT, SCAT, SAT, Vocational Rehabilitation reports. These records may give some subtle hints or may be quite obvious that a student needs assistance in one or more areas of his/her education.
- Send information about your services to any students whom you suspect (from records or referrals) need assistance. Invite the students to come in to discuss the kind of help available.
- Post notices of services around the campus. Give out brochures of the basic skills services to each instructor to share with students.
- Check the class roles of developmental education courses. Some of these students may also be in vocational classes.
- Target specific student groups to contact, such as older students.

Be creative and think of ways which might suit your campus needs.

Who is Responsible for Conducting Assessment?

The assessment process may be conducted by a number of persons. Depending on the support personnel involved on the campus, the BSI might need to assess basic skills of students referred for assistance to the program. Others who might be involved in the assessment process include 1) the instructor who referred the student, 2) the vocational special needs counselor, 3) the Vocational Rehabilitation Agency involved, or 4) the vocational evaluator, if one is available on campus.

If the records of a student's present level of functioning or need for services are available and up–to–date, this assessment process may not be necessary or may be only minimal. At any rate, the amount of assessment will be up to campus policies and needs of the BSI wishing to provide services to the student. The assessment will then be used in planning the basic skills development of the student.

IVEP'S: What are They? Who Writes Them? How Does the Basic Skills Instructor Use Them?

IVEP stands for Individual Vocational Education Plan. The person responsible for writing the IVEP is determined by each district. The services provided on each campus may help to determine who will actually write the IVEP, but it would be preferrable for this document to be written by the special needs counselor, or in some cases, the regular counselor. Certainly the BSI should be involved as he/she will be working directly with the special needs student in providing services. The BSI needs to know the goals and directions of the student, as well as how the basic skills program might be of assistance. It would be preferable for the vocational special needs counselor to be the initiator of the writing of the IVEP. The BSI, the student and, in some cases the parents will review and help develop this plan. Some Instructors might also be asked to contribute information as they know and work with the student on a daily basis.

Is Basic Skills Mandatory or Voluntary?

The Basic Skills program is a service, and as with other services is offered to students who need the assistance. It may be appropriate for a postsecondary program to require students to receive instruction through the basic skills program. If such services are not required for course entry for all students, it may not be appropriate to require it for special needs students. This may be another reason to include the student in the development of his/her IVEP. The goals in this document should reflect the student's desires with the BSI directing how those goals may be attained through the basic skills program services.

What Can be Done for Students Who Need Additional Assistance?

Voluntary basic skills services are often difficult to complete within the time restraints of the regular school day. Tutors may be provided for students who need additional assistance, whether or not they are able to receive services during the regular hours of the program. A form for soliciting volunteers or tutors may be found in the resource section.

How Can the Basic Skills Instructor Best Work with VREs and Other Resource Personnel?

From time to time the BSI may be the only special needs person in a postsecondary program. Often this person ends up wearing several hats. However, when other resource personnel are available, it is very important to work together as often as possible. Some suggestions of ways to do this include:

- Establish a postsecondary special needs advisory committee to include all resource personnel and others who might contribute to the needs of these students. Students should also be included on these advisory committees. Such meetings might help the team to plan

and carry out needed improvements to the program in order to optimize services.

- The resource personnel may choose to distribute booklets of their services, thus combining efforts into one neat package for special needs students and to save confusion of instructors when seeking the correct person to whom they should make a referral.
- When inservices are planned for faculty, they might include a brief overview of "special needs services."
- The group may become allies in determining community services which might benefit students. Sharing of this information may expedite the job placement and transition services required for each student.

Discuss with other resource personnel ways to combine some efforts without combining programs. This could enhance the delivery of services to special needs students on campus.

How Might the Basic Skills Instructor Work with Study Skills Components in the Curriculum?

The BSI should work with the vocational instructors to determine what study skills and habits will be required of students in the program. Individual Learning Packets might be designed which could give special needs students direction on how to study as well as where to go for assistance.

Some schools require a study skills course. It may be appropriate for the Basic Skills Instructor to work closely with this component of the student's program. Often the BSI might address a specific deficit in this way, and enable a student to learn important strategies for dealing with his/her deficits.

Study Skills workshops held frequently may be another way to introduce these habits to students who are in need of learning how to cope in a postsecondary program. Often special needs students at this level are given just enough freedom to find themselves unprepared when test time arrives. Scheduling is a problem for many students, but study skills need to become a part of their daily habits. The BSI might provide a schedule of

times each week or day in which the student will appear at the basic skills center for assistance or individual study time. Specific problem areas such as test anxiety and time management might be targeted and one to two hour sessions can be offered to students.

Ask the students and other faculty what they think might help. Often our best answers come from those who need the services, and we forget to ask them.

What are Some Possible Ways to Handle Problems Requiring Counseling in the Postsecondary Settings in Which There are Few, If Any, Counselors?

The BSI (usually not a trained and certified counselor) is often the person students go to with a crisis (personal or otherwise). This can be very frightening for an instructor who wants the best for each student, but recognizes his/her limitations. It is important to keep accurate records of the number and reasons for student contacts. These records might help substantiate the need for additional counselors.

The first step for the BSI is to find out what counseling services are offered on campus and link up with them early. Get to know the counselors so you can determine who would work best with particular needs a student might have. When a student needs counseling, refer the student to a particular counselor at the counseling center in order to optimize the intervention. Be sure to let the student know you empathize, and that you feel the best person(s) to help is located at the counseling center. Do not simply tell the student to go see them, but assist the student in making an appointment.

What is the Basic Skills Instructor's Role in Working with the Program Budget?

The BSI may be the only special needs personnel on campus, thus comprising the one–person special needs program. It may be an advantage to write (or have input into) the budget, in order to insure that appropriate monies are being provided for appropriate services. Budget efforts should not be a time–consuming task, as the Basic Skills Instructor is first and foremost an educator. As an educator, he/she is to work with students directly during the greatest portion of each day.

What Type of Inservice for Other Faculty is Appropriate for the Basic Skills Instructor to Conduct at the Postsecondary Level?

With the variety of schedules on a postsecondary campus, inservice may be next to impossible, but not totally impossible. As stated earlier, it may be advantageous for the special needs committee to provide an inservice to all faculty at some point in time. This might be done in one of the following ways.

- Hold inservice on a day when faculty is scheduled to be together but not teaching classes. Keep the inservice to a minimum and share time with other special needs personnel.
- The BSI might want to provide a brochure of services. A "Faculty Fact Sheet" about the program may be helpful as well as a "Student Fact Sheet" for students on campus.
- Monthly checks with instructors for referrals remind them that there are services available to assist students.
- Survey instructors to determine what services they would like to see made available to students. As you are able to provide these services, contact them to let them know their wish has been granted!
- Informally chat with instructors about their classes. As the opportunity arises, let them know about your program/services.

- Make a cooperative instructor the recipient of an annual award recognizing his/her contributions in assisting special needs students to become successful persons.

RESOURCES

- Student Services Referral
- Technical Learning Center Student Assessment
- Academic Assistance Request
- Student Contact Letter
- Student Release Form
- Tutor Application
- Peer Tutor Referral
- Tutor Recommendation
- Student Data Form
- Tutor Contract
- Student Progress Report
- Learning Center Progress Report
- Writing Lab Progress Report
- Peer Tutor Information
- Job Description – Peer Tutors
- General Notes on Tutoring
- Tutoring Techniques
- References – Resources for Postsecondary Educators

SAMPLE

STUDENT SERVICES REFERRAL

TO:
( ) Career Center
( ) Counseling Center
( ) Financial Aid
( ) Learning Center
( ) Outreach Counselor
( ) Reentry Office
( ) _____

_____ / _____
Student's Name SS NO.

_____
Street Address

_____ _____
Town/State/Zip Phone

FROM:
( ) Counseling Center
( ) Financial Aid
( ) Learning Center
( ) Outreach Counselor
( ) Reentry Office
( ) _____

ATTENTION: _____
(If Applicable)

REASON FOR REFERRAL/SERVICES REQUESTED

Signed Date

ACTION TAKEN

Signed Date

DIRECTIONS: Office Sending Referral: Send original and yellow copy, retain pink copy for file.
Office Receiving Referral: Return yellow copy with explanation of action taken within 10 days, retain original copy for file.

SAMPLE

TECHNICAL LEARNING CENTER

STUDENT ASSESSMENT

Student's Name _____ Major _____
School Address _____ Phone _____
Home Address _____ Phone _____
High School Attended _____

Referral Mode (circle one):

1. screening
2. student services
3. instructor
4. self
5. external agency _____
6. other _____

Referral Priority: 1 2 3 Criteria

_____
_____
_____
_____

Prescription:

_____
_____
_____
_____
_____

Contacts:

1. _____
2. _____
3. _____

Remarks:

_____
_____
_____
_____
_____

SAMPLE

ACADEMIC ASSISTANCE REQUEST

Name _____ Soc. Sec. _____
Male ____ Female ____ Date _____
Address _____
City _____
State _____ Zip _____
Home Phone _____ Work Phone _____

CURRENT COURSE SCHEDULE

Course #	Course Title	Instructor	Days	Time

We need the following information for federal reporting purposes:

Do any of the following conditions apply to you? (Please check.)

_____ No Handicap (N)
_____ Visual Impairment (V)
_____ Hearing Impairment (H)
_____ Speech Impairment (S)
_____ Diabetes (I)
_____ Epilepsy (I)
_____ Heart Problems (I)
_____ Respiratory Problems (I)
_____ Psychological Therapy (C)
_____ Mobility Problems (A)
_____ Learning Disability (O)
_____ Other (O)

Have you been approved for assistance from Voc. Rehabilitation? Yes No
Have you been approved for AFDC or ADC? Yes No
Have you been approved for Pell Grant? Yes No
Are you in financial need because of unemployment? Yes No

Would you describe yourself as a:

___ homemaker (& not working outside home)
___ single parent

Is English your primary language? Yes No Other language: _____

SAMPLE

STUDENT CONTACT LETTER

Date

Dear _____:

In our continuing effort to assist you in achieving your goals at _____ _____, we have determined that you may benefit from the use of the Learning Center.

Upon reviewing your records, certain areas of concern have been noted. We would like to discuss these areas with you and, if you agree, schedule a convenient time for you in which we could work together toward strengthening these skill areas and thereby ensure a successful year for you here.

Please stop by the Learning Center as soon as possible so that we may discuss this opportunity.

Sincerely,

Basic Skills Instructor

XX/xx

SAMPLE

STUDENT RELEASE FORM

I, _____, hereby give permission to _____ to request and secure any or all of my grades from any or all of my instructors.

_____

SAMPLE

TUTOR APPLICATION

Name _____ Soc. Sec. _____

Address _____ Phone _____

Major _____ GPA (in major) _____

Subjects which you can tutor _____

Related course work _____

Previous experience tutoring or teaching _____

_____

Times available for tutoring _____

_____

Please have a recommendation from a faculty member in your department sent to:

.
.
.

Applicant's signature _____

Date _____

SAMPLE

PEER TUTOR REFERRAL

DATE:

MEMO TO: Department Chair

FROM:

SUBJECT: Peer Tutor Referral

Please list below the name(s) of those students who meet the Peer Tutor qualifications as listed on the following sheet and who have impressed you with their knowledge and attitude. The input of your staff would be helpful in this recommendation.

I would appreciate your returning this page to me by __date__ in order that I may interview the prospective tutors as soon as possible.

Thank you for your help!

_____

_____

_____

SAMPLE

MEMORANDUM

DATE:

TO:

FROM:

SUBJECT: Tutor Recommendation

_____ has applied at the Student Learning Center for the position of Tutor in your field of instruction, _____. Please sign below to indicate your approval of the above–mentioned person and return this form in the envelope provided. Thank you.

Signed _____
Instructor

Comments:

SAMPLE

STUDENT DATA FORM

Name _____ Department _____
Advisor _____

School Address _____ Phone No. _____

Home Address _____ Phone No. _____

CLASS	INSTRUCTOR

Class Schedule:

Initial Contact: _____ Referred By: _____
Date

SAMPLE

TUTOR CONTRACT

1. I understand that to receive a tutor in any class, I must fill out a "Request for Tutor Services" Form.

2. I understand it may take the office 1 or 2 weeks to find a tutor. I will be patient.

3. I understand that I must meet my tutor regularly. Even if I don't feel like it or even if I don't have much studying in that class, I will meet my tutor and do review work.

4. I can stop my tutoring service if I don't need it any more, but I must give 48 hours notice.

5. I understand that I must inform my tutor myself at least 24 hours in advance if I can't attend the tutoring session. My tutor will also inform me 24 hours in advance if he/she can't make it.

6. I know that my tutor will tell the office when I miss a tutoring session. If I miss 2 tutoring sessions without approval, my tutoring will stop for 1 week.

7. If I get a tutor a second time (after 1 week) and I miss 2 sessions without approval, tutoring will stop for the semester. I may ask for special consideration if I feel I have a valid reason for missing.

8. I understand that I must wait 10 minutes for my tutor to show up. My tutor will also wait for me 10 minutes.

SIGNED: _____ (student)

_____

_____

_____

TUTOR: _____

Time Scheduled: _____

Date Began: _____

Unexcused Absences: ___ ___ ___ ___ ___ ___

SAMPLE

STUDENT PROGRESS REPORT

Student's Name _____ Tutor _____

Student Major & Section _____ Subject _____

Date	Time	Progress	Recommendations

To Be Submitted Weekly

SAMPLE

LEARNING CENTER PROGRESS REPORT

DATE:

TO:

Your student, _____, has spent _____ hours

at the Learning Center on _____, working on

_____

_____

_____

_____

_____

Learning Center Staff

WRITING LAB PROGRESS REPORT

TO:

MONTH:

Your student, _____, has attended the Writing Lab

_____ this month.

Comments:

_____

_____

_____

_____

_____

The Writing Lab wants you to be informed of your student's attendance.

If you feel we need further information in order to successfully aid the student, please contact _____ at the Writing Lab,

_____.
(phone number)

SAMPLE

PEER TUTOR INFORMATION

Peer tutors are their tutees' fellow students. Therefore, peer tutors combine the roles of student and teacher, learning and tutoring at the same time; they may even be in a peer–tutoring course, in which they combine these two roles while learning to tutor. Peer tutors will probably have less expertise in the subject they tutor than professional tutors do, and most likely they will have had little or no experience tutoring. Nonetheless, the individualized and personal attention they give their tutees can compensate for their inexperience.

The fact that peer tutors are both their tutees' instructors and their fellow students changes the nature of the tutoring relationship. Peer tutors are tutoring as much to help themselves as to help others. Often they have recently taken the course they are tutoring and have had difficulties similar to those of their tutees, and so they can empathize with tutees more closely than either professional tutors or teachers whose memories of the initial obstacles to learning may have faded with time. Peer tutors are likely to be more patient and to better understand student mistakes because they have recently grappled with the material they tutor, and they have novel, and even zany methods of approaching it. Not yet entrenched in their disciplines, they are usually more receptive to, and less judgmental of, their tutees' unorthodox perspectives.

As the above suggests, the most important aspect in their self-definition and relation to tutees is that peer tutors have the same educational status as the people they tutor—they are their peers. And, in a culture in which peers (and the media) often supersede parents and teachers as authoritative sources of knowledge, peer status can offer tutors the chance to be immensely influential with their tutees, in both the development of skills and the shaping of values.

SAMPLE

JOB DESCRIPTION – PEER TUTORS

RESPONSIBILITIES

1. Tutors will be expected to teach students individually or in a small group.
2. Tutors will be expected to systematically complete and submit reports of tutoring activity. This activity will be filed in each tutor's file.
3. Tutors will be expected to attend inservice training meetings once a month.

QUALIFICATIONS FOR PEER TUTORS

1. Tutors should be students with proven (GPA) ability in the area tutored and general academics.
2. Tutors should have experience in tutoring and/or demonstrate a positive and empathetic attitude toward the special learning needs of tutees.
3. Tutors should be recommended by their department chair and/or a faculty member.

SAMPLE

GENERAL NOTES ON TUTORING

Depending on the interaction of tutor, class, students, semester, time of day, and about anything else you might mention, the course of a tutoring session may be exceedingly smooth or bumpy. That said, we can dispense with the impossibility of the situation and concentrate on ideas that work.

Four tutoring activities that are influential in producing student success are:

1. the tutor followed course objectives,
2. the tutor presented organized lessons,
3. the tutor gave examples,
4. the tutor taught principles. (Catholic University of America, L. P. Kelly, Office of Academic Assistance)

Following course objectives means you should direct activities toward the instructor's objectives. Check the syllabus, refer to your old class notes, talk to the instructor (you can provide him/her with feedback on how the students are doing with the class, and the instructor can give you direction on what to emphasize in future sessions).

Present organized lessons (especially in group review session) means you should have a specific goal, accumulate materials, plan the lesson format (put material into a logical sequence, i.e., specific to general for teaching principles, general to specific for hurried review), and provide closure (perhaps a practice test). The tutor coordinator will help you to do this.

When you give examples, make them concrete. Your understanding of the material is superior to that of the students. Don't try to impress them—teach them by using examples they can understand, that come from experience.

Teaching principles means you avoid becoming a problem-solver for tomorrow's assignment. Instead you should derive from assignments the principles that are being emphasized and use those principles as explanation for example problems. In turn, the example problems should be illustrative of the targeted principles. This is not a difficult task when you use outside materials such as other texts, old tests, etc.

TUTORING TECHNIQUES

Problem–Solving

Encourage student solution of problems. You may solve an example problem by way of demonstration, then require the students to set the next problem up for you. You may work a problem to some incomplete stage, then let the students try to derive the answer. You may solve a problem entirely at the student's direction, or you may require the students to solve problems under your supervision. Regardless of the tactic you use, your task is to give hints, ask questions, and therefore lead indirectly. Be sure to verbalize clearly what your goals are in introducing each problem. This gives validity to the endeavor and serves as a study hint for the students.

Practice Tests

Use practice tests during the study sessions (especially with groups). You may open, close, or interrupt a session with a planned practice test. Make certain the test provides instruction on principles the students must master. Test items can come from notes, text, or your experience. Try to make the test format similar to that used by the instructor (ask him/her what kinds of test items are likely to show up on the tests). Be sure to allow time to go over the test with the students. Get their help in answering the questions. Make sure the students know the source of each question. This will give you and them a hint as to their weaknesses, i.e., note–taking, text, etc. Practice tests also provide an excellent means of "selling" a note–taking system. Your test can give students a measure of how adequate their notes are.

Q & A

The questions and answer period during each study session can be most difficult to manage but very helpful to the students. It is generally not enough to simply say, "Who has a question?" In some instances, your students will be a bit shy about being the first to respond, and the opening gambit will die abruptly. At other times, many people will have questions, but only the most assertive will have their questions answered. Therefore, it is best to first have an organized review of the key points covered in class since the last such review. This review need not take too much time, yet a well-conceived review will serve to answer

many of the straightforward information questions the students have, and will bring all present up–to–date for the more difficult explanations you will be called upon to supply for certain topics.

Be alert to problems with dominant students. Don't ignore the quiet ones. Also, note any students using the session to fill in their notes. It may be they don't have an organized note-taking system. You can help them learn one.

You are vulnerable when you set yourself up as the "answer" part of question and answer. If you get completely stumped, say so. By the next session, you will have looked up the answer. Also, when solving problems, if you run across a problem from way back when, say "Let's look at this carefully. What can we determine first?" This gives you thinking time and will elicit help (if it's there) from other students.

Summarizing

Summarize the session before you close it. Then, try to provide a preview of the next session. This is not an easy task, but you arouse interest and encourage attendance by letting the students know what they'll be doing next time. This is an effective way to introduce new topics or techniques.

REFERENCES/RESOURCES FOR POSTSECONDARY EDUCATORS

Accessibility Information Center, National Center for a Barrier Free Environment, Suite 1006, 1140 Connecticut Ave., N.W., Washington, D.C. 20036.

ACT Test Administration, P. O. Box 168, Iowa City, Iowa 52243, (319) 337-1332.

American Alliance for Health, Physical Education and Recreation for the Handicapped, Information and Research Utilization Center, 1201 16th Street, N.W., Washington, D.C. 20036.

American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014.

American Association for the Advancement of Science, Office of Opportunities in Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005.

American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, D.C. 20036.

American Association of University Professors, One Dupont Circle, Suite 500, Washington, D.C. 20036.

American Coalition of Citizens with Disabilities, Suite 201, 1200 15th Street, N.W., Washington, D.C. 20005.

American Foundation for the Blind, Inc., 15 West 16th Street, New York, NY 10011.

American Printing House for the Blind, 1839 Frankfort Avenue, P. O. Box 6085, Louisville, KY 40206.

Association for Children (and Adults) with Learning Disabilities, 5225 Grace Street, Pittsburgh, PA 15236.

Association on Handicapped Student Service Programs in Postsecondary Education, Wayne State University, Wayne, MI 48184.

Association of Learning Disabled Adults, P. O. Box 9722, Friendship Station, Washington, D.C. 20016.

Association of Physical Plant Administrators of Universities and Colleges, 11 Dupont Circle, Suite 250, Washington, D.C. 20036.

Captioned Films for the Deaf, Bureau of Education for the Handicapped, U.S. Department of Education, Washington, D.C. 20202.

Council of Citizens with Low Vision, 1211 Connecticut Avenue, N.W., Suite 506, Washington, D.C. 20036.

Higher Education and the Handicapped (HEATH), Project of American Council on Education, One Dupont Circle, Suite 780, Washington, D.C. 20036.

Mainstream, Inc. and On-Call, 1200 15th Street, N.W., Washington, D.C. 20005, (202) 833-1136.

National Association of Blind Students, 1211 Connecticut Ave., N.W., Suite 506, Washington, D.C. 20036.

National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036.

National Association of the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910.

National Association for Students with Handicaps, Iowa Memorial Union, University of Iowa, Iowa City, IA 52240.

National Association of the Visually Handicapped, 305 E. 24th Street, New York, NY 10010.

National Arts and The Handicapped, Information Service, National Endowment for the Arts, 2401 E Street, N.W., Washington, D.C. 20506.

National Center for Law and the Deaf, Gallaudet College, 7th Street and Florida Avenue, N.E., Washington, D.C. 20002.

National Stuttering Project, Box 324, Walnut Creek, CA 94596.

Regional Rehabilitation Research Institute on Attitudinal, Legal, and Leisure Barriers, George Washington University, Barrier Awareness Project 1828 L Street, N.W., Washington, D.C. 20036.

Registry of Interpreters for the Deaf, Inc., 814 Thayer Avenue, Silver Spring, MD 20910.

Spina Bifida Association on America, 131 Hewlett Neck Road, Woodmere, NY 11598.

United Ostomy Association, 1111 Wilshire Boulevard, Los Angeles, CA 90017.

GLOSSARY

Advisory committees – A group of selected individuals from a community who represent a variety of groups in an occupational area. For example, a construction trades craft committee is made up of workers, employers, suppliers, etc.

Area Vocational School – A public educational institution which has been designated by the State Board of Education. An area vocational school may be: (1) a specialized high school, (2) a department of a high school, (3) a department or division of a junior college, used exclusively for the provision of vocational education to persons who are available for study in preparation for entering the labor market.

Basic skills instructor (BSI) – One who provides individual or small group instruction in the areas of mathematics, reading, or writing skills essential for the students to successfully complete a vocational education program.

Competitive employment – Employment in a community based job for remuneration.

Cooperative planning – The process of planning an individual program for special needs learners involving the vocational teacher, academic teacher, student, parents/guardians, counselor, and appropriate community agency personnel.

Curriculum modification – The tailoring of all experiences and activities encountered in pursuit of occupational preparation under the direction of a school to meet the unique needs of the individual student.

DESE – Department of Elementary and Secondary Education.

Dictionary of Occupational Titles (DOT) – An inventory of occupations within the economy prepared by the United States Department of Labor. This resource provides information about the physical demands, working conditions, and aptitudes for a specific job, as well as identifies the relationships to people, data, and things.

Disadvantaged – Persons (other than handicapped persons) who:

1. Have academic or economic disadvantages, and
2. Require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

"Academically Disadvantaged," for the purposes of this definition of "disadvantaged," means person who:

1. Scores below the 25th percentile on a standardized achievement or aptitude test,
2. Has secondary school grades below 2.0 on a 4.0 scale, or
3. Fails to attain minimum academic competencies.

"Economically Disadvantaged," for the purposes of this definition of "disadvantaged," means:

1. Families or individuals of low income according to available data such as AFDC, free or reduced lunch, or Pell Grant.

"Limited English Proficiency (LEP)" means individuals who:

1. Were not born in the United States,
2. Native language is a language other than English,
3. Come from environments where a language other than English is spoken, or
4. Are American Indians or Alaskan natives and in whose environment a language other than English is spoken and this has had a significant impact on their level of English language proficiency.

Early entry – In Missouri early entry is described as a program for secondary students who need an extra year in the vocational program to master the skills taught. The student must be at least 15 years old and/or a 9th grader. Early entry is not mandated by the Carl Perkins Act, but can be offered in Missouri to provide appropriate educational experiences for students who will benefit from an additional year of vocational training.

Handicapped – Applied to individuals who are mentally retarded, hard of hearing, deaf, speech– or language–impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health-impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of

their handicapping condition, cannot succeed in the regular vocational education program without special education assistance. (P.L. 94-142, 121 a.5)

Hearing-impaired – A hearing impairment, whether permanent or fluctuating, that adversely affects (an individual's) educational performance but which is not included under the definition of "deaf" in this section. (P.L. 94- 142, 121 a.5)

Individual vocational education plan (IVEP) – A written program for disadvantaged students planned cooperatively with support personnel.

Individualized education program (IEP) – Program for handicapped learners in the secondary schools mandated by P.L. 94–142, planned cooperatively with support personnel. The IEP must have the present level of educational performance, annual goals and short-term objectives, amount of time spent in regular educational programs, necessary support services, and an annual review date.

Individualized written rehabilitation plan (IWRP) – A written plan developed for a handicapped individual eligible for services from Vocational Rehabilitation Services. The IWRP states vocational rehabilitation goals, specifies objectives and services, and specifies timelines for providing services.

Informal Assessment – A Level I informal assessment consists of a summary of existing information about a student; Level II incorporates some standardized testing as well as existing information; and Level III usually means a formal vocational evaluation.

Interagency collaboration – The coordination of the available resources of both public and private agencies whose objective is to provide vocational education instruction and services to special needs learners.

Learning disability – A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to

do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dyslexia, and developmental aphasia. The term does not include (individuals) who have learning problems that are primarily the result of visual, hearing, or motor handicaps; or of mental retardation; or of environmental, cultural, or economic disadvantage. (P.L. 94-142, 121 a.5)

Learning style(s) – Most efficient and effective method(s) of learning for an individual.

Learning style inventories – Instruments that indicate the ways in which individuals learn best, the qualities that are important to people in interacting with others, and the kinds of thinking patterns learners use in solving problems and making decisions.

Mainstreaming – The inclusion of special needs learners in regular education classes with necessary support services being provided.

Mentally retarded – Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects (an individual's) educational performance. (P.L. 94-142, 121 a.5)

Multi-handicapped – Concomitant impairments (such as mentally retarded–blind, mentally retarded–orthopedically impaired, etc.), the combination of which causes such severe educational problems that the individual cannot be accommodated in a special education program designed for only one of the impairments. The term does not include deaf-blind (individuals). (P.L. 94-142, 121 a.5)

Occupational Outlook Handbook – A publication of the United States Department of Labor that provides information concerning more than 850 occupations in a variety of major industries. Specific information provided for each major job includes (a) what the job is like, (b) places of employment, (c) personal qualifications, (d) training qualifications, (e) educational qualifications, (f) working conditions, (g) earnings,

(h) opportunities for advancement, and (i) sources of additional information.

Office of Special Education and Rehabilitative Services (OSERS) The federal agency which oversees funding of mandated special education and rehabilitative services in the United States. It is a division of the U.S. Office of Education.

On-the-job training – Instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation.

Postsecondary – A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

Prevocational education – Training prior to courses designated as vocational education.

Private Industry Council (PIC) – On October 1, 1983, the Job Training Partnership Act (JTPA) was officially implemented throughout Missouri. The Act shifts responsibility of policy and implementation from the federal government to the state government and administration to a local partner ship of Private Industry Councils and local government. The Division of Manpower Planning is the designated State agency which administers federal and state JTPA funds. The Division plans, manages, monitors and evaluates JTPA programs, provides technical assistance to PICs and service delivery areas, and implements statewide JTPA programs. The statewide programs include: Missouri Customized Training, Dislocated Worker Program, and A Training Program for Older Individuals.

Within Missouri, Private Industry Councils (PIC) direct the 15 service delivery areas. Each PIC plans and implements a series of training activities which reflect the service delivery areas, eligible population, and the employment opportunities available.

Readability formula – A procedure used to determine the reading level of instructional material.

Regular vocational education program – Full time participation in regular vocational education program with slight modifications and/or resources.

Special education – Specially designed instruction, at no cost to the student, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under state standards. The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child. (P.L. 94-142)

Special needs learner – Individual who encounters or is likely to encounter difficulty in educational or employment settings because of a disability, economic or academic disadvantage, who has different linguistic or cultural background, or outdated job skills, and who requires individually prescribed and unique teaching strategies; supportive services that vary in type and extent depending on individual need; and additional resources from society for his or her acceptance. (Phelps, 1985)

Supplemental teacher – One who assists vocational teachers in the provision of instruction. This person should not assume the overall responsibility for instructing the class, but should provide additional instructions as the special needs of the student dictate in order for the students to be successful.

Transition – A formal planned process involving special needs learners, parents, school personnel and community agency representatives, which results in the preparation and implementation of a plan to assist special needs learners in developing knowledge, skills and attitudes required to enter and succeed in postsecondary vocational education and/or sustained employment.

Vocational Adjustment Coordinator (VAC) – A position in the local education agency (LEA) created by the cooperative school work agreement to serve as a link between the handicapped students, Department of Vocational Rehabilitation, LEA and community.

Vocational assessment – A comprehensive process conducted over a period of time, involving a multi-disciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs, which provides educators the basis for planning an individual's program.

Vocational education – Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agricultural arts, and trades and industrial occupations, or for additional preparation for a career in such fields, or in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. (P.L. 98–524)

Vocational evaluator – A trained individual who administers and interprets vocational assessment tests and other varieties of vocational evaluation activites and procedures.

Vocational preparation teacher – One who helps disadvantaged/handicapped students acquire entry–level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels.

Vocational Rehabilitation (V.R.) – Service of providing diagnosis, guidance, training, physical restoration, and placement to disabled persons for preparation and acquisition of employment, which allows greater independence.

Vocational Resource Educator (VRE) – A vocational support person trained to facilitate the vocational training of handicapped students by working as a resource specialist to teachers, students, and parents.

Vocational special needs counselor – Some special needs counselors work only with disadvantaged students while others work with both handicapped and disadvantaged. No matter what population the special needs counselor's major focus should be providing career guidance activities that will lead to appropriate program placement.

Vocational student organizations – The nine vocational student organizations (VSOs) that are recognized by the U.S. Department of Education as extracurricular to the instructional program in vocational education service areas.

V-TECS (Vocational-Technical Education Consortium of States) – A consortium of states providing competency-based vocational technical education materials.

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